

CENTER FOR HEALTHCARE EDUCATION AND STUDIES

DISTANCE LEARNING

By

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Volume II Course Analysis Manual for Conversion to Distance Learning

Contract Study

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ABSTRACT

DISTANCE LEARNING

Volume I Distance Learning Analysis Study
Volume II Course Analysis Manual for Conversion to Distance Learning

The primary focus of this project is the determination of the feasibility and cost effectiveness of applying Distance Learning strategies to 22 selected PPSCP courses and development of a Distance Learning Analysis Procedures Manual.

DISTANCE LEARNING ANALYSIS STUDY FOR PROFESSIONAL POSTGRADUATE SHORT COURSE PROGRAM



FINAL REPORT

1. Purpose of Report

The Department of Health Education and Training (DHET) commissioned a study to determine the feasibility of converting their Professional Postgraduate Short Course Program (PPSCP) from their current format to a distance learning format. This report presents the results of that distance learning study.

This report is a companion to another document prepared during the study - the "Course Analysis Manual for Conversion to Distance Learning". The analysis manual provides a step-by-step procedure for performing the analysis of an existing course to determine whether it might be converted to a distance learning format. For details on that process please refer to the analysis manual.

This report starts with an overview of the process we used to conduct the study. It follows with a summary of the key findings of the study. Subsequent sections provide some recommendations of things that might be considered as the results of this study are applied to the PPSCP; and, provide detailed analyses of individual courses that were audited during the conduct of this study.

This study was performed by a small group of consultants that included a Ph.D. in Education, a Ph. D. in Industrial Psychology, an alumnus of DHET, and data researchers who have developed and delivered instruction in a variety of subjects.

2. Procedures Followed

To perform this distance learning analysis several steps were performed. The key steps in the process were:

- Review the list of courses that were to be audited as part of this study
- Develop survey instrument to collect the data necessary to make recommendations
- Baseline the technologies that might be applied to distance learning, and identified key attributes of the technologies that make them applicable or inappropriate for various course contents
- Determine what distance technologies are supported by DHET, the Army Medical Directorate (AMEDD), and the Training and Doctrine Command (TRADOC) that might be available for converted courses
- Use the survey data to refine the analysis process presented in the original study proposal
- Apply the refined survey instruments to the remainder of the courses to be audited
- Develop analysis tools for making a decision about convertibility of a course
- Apply the analysis tools to develop a recommendation
- Synthesize trends and overall findings into the final report.

2.1 Infrastructure Analysis - The Total Army Distance Learning Plan

To ensure that the recommendations made in this report were implementable, we gathered data on the technologies that the Army was investing in that might make distance learning possible. The Total Army Distance Learning Plan has resulted in significant investments in training facilities around the world that can support a variety of computer and televised delivery formats. This infrastructure of communications, computers, and television resources was used as the bounds of options for our recommendations.

The Student Survey instrument administered at each course we audited allowed us to determine three things:

- 1) Did students have reasonable access to Army Distance Learning Centers at their normal place of work?
- 2) Were computers present at the student's place of work, or did they own home computers?
- Were the computers that students have access to connected to the internet in some fashion?

In addition, we gathered information about the configuration of computers that students have access to in order to determine how many students had a "common" platform.

2.2 Analysis of distance learning technologies

Using information gathered from open sources we identified the existing and emerging technologies that could be used for the delivery of instruction from a distance. Those technologies were compared with the Army infrastructure that would exist over the next 2-3 years. Where there was a match, we included the technologies in the worksheets and tables that were used to develop our individual course recommendations. Where there was a technology that was not explicitly support in the Total Army Distance Learning Plan, we made mention of technologies that might be used to enhance a course in the future. We made a conscious decision not to recommend delivery media that would require the Army to make additional investments in infrastructure in order to make our recommendation implementable.

2.3 Development and refinement of the Data Collection Instrument

Assumptions we made in our study proposal about the content and organization of PPSCP courses proved to be inaccurate. PPSCP courses are not courses in a traditional sense. They generally are delivered in a symposium or conference format. The content for most courses is very different from one presentation to the next. The objectives of each course are very broad and general. Individual presentations or course modules are tied to the overall course objective, but a traditional hierarchy of learning objectives is not developed for each course. Instead, the courses tend to be informative and provide introductions to tools, techniques or issues that are currently facing the medical profession.

As a result of this difference between what we assumed about the courses, and the reality of their format and content, we had to completely revise our data gathering and analysis strategy early in the study. We took the revised instruments and reapplied them to the initial three courses to ensure that our final recommendations for individual courses were based upon the same data gathering techniques.

2.4 The data collection process

Course and infrastructure data were gathered primarily from two sources. Course information was gathered from the people who were responsible for organizing, staffing, and conducting a specific course. These people are generally discussed as "Course Administrators". They develop the syllabus for the course, identify and secure speakers, perform student registration functions, and ensure that proceedings from the course are available in some form to the students.

Infrastructure information was gathered from students attending the courses as well as Course Administrators. While survey instruments were provided to all students attending a course, the return rate varied greatly. In some cases we received most of the student surveys for a course. In other instances our return rate was only about half. We don't believe that the use of this incomplete data biases our recommendations or changes the list of technologies that are viable for PPSCP course delivery. There was enough

cohesiveness in the surveys were did receive to conclude that the student population was well represented by our survey data.

2.5 Data analysis and reporting process

Details of the data analysis and reporting process are captured in the companion Course Analysis Manual for Conversion to Distance Learning. In general, we evaluated whether the educational content of a course would be made less effective if the course was converted to a distance learning media. In certain cases the primary goal of the course was to develop leadership skills or enhance interpersonal skills that would be very difficult (though not impossible) to accomplish via distance learning techniques. In other cases there was hands on lab work with access to materials or equipment not generally accessible outside of the course setting. The cost of converting these types of courses to distance learning are significantly more expensive to convert than to deliver in their current format.

When evaluating the material to be converted to distance learning, we factored our portions of the courses devoted to topics outside of the focus of the course. In many cases briefings that were of interest to the students were made a part of the conference (Tri-Care briefings, current job opportunities in a career field, evolution of individual Corps organizations). These modules of the course were not considered in our analysis our recommendations for an individual course.

3. Summary of Findings

This section provides general conclusions reached as a result of our study. These are offered as recommendations for the PPSCP program as a whole, not recommendations for a specific course.

3.1 Course Recommendations

The table below identifies the courses audited as part of this study and provides the summary recommendation for each course. Details for of the recommendations for an individual course is contained at the end of this report in the section with the corresponding course number on the tab label. Overall, two courses were recommended for conversion to a video teletraining (VTT) format, twelve were recommended for conversion to a web based training (WBT) format, one was recommended for enhancement through a distance learning technology, and seven were recommended to remain in their current format.

Table 3-1: Summary Course Recommendations

Course #	Course Title	Recommendation
A0111	1 st Combined Operational Aeromedical	WBT+ Enhancement
	Problems Course	
A0116	Gary P. Wratten Military Surgical	No change
	Symposium	
A0126	14 th Annual ACP/Army Regional	WBT + Enhancement
	Meeting: Internal Medicine	
A0137	Army Force Health Protection Conference	WBT
A0156	Multidisciplinary Approach to Head and	No change
	Neck Trauma	
A0202	Endodontics for the General Dentist	VTT
A0208	Restorative Dentistry and Dental	VTT
	Materials	
A0306	1998 Military Veterinary Medical	WBT
	Seminar	
A0307	Military Veterinary Foreign Animal	No change
	Disease Diagnostics	
A0416	Patient Administration Symposium	WBT
A0421	Health Facility Life Cycle Acquisition:	WBT
	Newcomer's Orientation Track	
A0423	AMEDD Worldwide Personnel	WBT
	Management Course	
A0437	Army Medical Evacuation Conference	Enhancement only
A0438	US Army Health Care Logistics	WBT
A0513	Phyllis J. Verhonick Research Course	WBT + Enhancement
A0515	Military Nursing Practical Course	WBT
A0524	Army Nurse Corps Company Grade	No change
	Leadership Course	
A0624	Army Medical Specialist Corps Executive	No change
	Management Course	
A0630	AMSC Combat Casualties and	No change
	Humanitarian Missions Course	
A0711	91 B Multisystem Trauma Short C	WBT
A0717	91 R/S/T Short Course (Vet)	WBT
A0803	Health Care Ethics	No change

3.2 Student Information Summary

A large amount of data was gathered about the demographics and geography of the students attending the PPSCP programs. This information gave insights into the overall costs of the current course, the access that students have to computers and other distance learning delivery platforms, and their goals for attending PPSCP courses The table below summarizes the findings of these surveys.

Data Category	Findings
Army Attendees	In most cases the courses were predominantly attended
	by active duty, regular Army staff. Normally there was a
	small percentage (5% or less) of attendees from other
	services or agencies. There were exceptions, such as the
	Health Care Logistics Course where nearly half of the
	attendees were from the Air Force. Only a small
	percentage of the courses were attended by members of
	the Army Reserve or National Guard.
Ranks	The highest attendance in these courses fell in the CAPT
	and MAJ ranks, representing about 40-50% of most
	courses. There was generally a 10% student population
	in each of the LTC and 2LT ranks. Civilians and other
	agency attendees were generally a small percentage of
	the attendees (less than 5%)
TDY Students	In general, over 85% of all attendees traveled on TDY
	status to attend these courses.
Primary Goal of	To Improve Professional Skills
Attendance (Decending	To Learn New Trends In My Professional Area
Order of Importance)	To Interact with Peers
	To have a better understanding of my organization
	To earn Continuing Educational Credits
	To develop professional contacts or networks
	To become familiar with a topic area
Computer literacy	On a 5 point scale, with 5 being "very literate" - 4.5
Regular Use of Computers	On a 5 point scale, with 5 being "every day" - 4.4

4 Recommendations

There were several general findings that may be helpful in using this study to implement a distance learning program for PPSCP. Those findings are discussed below.

4.1 Refinement of Data Collection

The data gathering instruments used in our study, and provided in the companion analysis manual proved very useful. However, if we were to continue with additional audits we would probably eliminate the use of the student survey. While the data was very illuminating, it did not vary greatly from course to course. Once we were able to establish a baseline, the subsequent courses generally followed the trend closely.

4.2 Development of a Style Guide for VTT and WBT

In order to make the development of VTT and WBT courseware and productive and consistent as possible, effort should be placed on the development of style guides for both

technologies. The WBT style guide could be broadened to encompass standards for computer based training (CBT) as well. The use of these style guides will immensely improve the usefulness of the developed products, and minimize the cost of producing the courseware.

4.3 Administrative Factors

Conscious effort will need to be made to "market" distance learning coureware. The availability of courses and the relevance of the course content needs to be easily accessible to the target student population, or they won't enroll. The registration and tracking of student progress will need to be facilitated by automated tools created to support the administration of a distance learning curriculum.

4.4 Providing Assistance

DHET will need to add staff who can help the content developers, answer questions, and work through problems. These may be Program Managers, but the skill set will be specifically oriented to authoring courseware using automated tools, not the subject matter or the course objectives. DHET or the program officers should be proactive keep track of the content development. It's like putting together an anthology, there is a need to keep track of all the parts as the courseware comes together for each course offering.

The following tabbed sections present the final recommendations for the individual courses audited through this study.

1st Combined Operational Aeromedical Problems Course Conversion Analysis

COMBINED OPERATIONAL AEROMEDICAL PROBLEMS COURSE

Course Purpose:

Provide information and training to all military personnel (primarily Army and Navy) dealing with aeromedical problems, to include flight surgeons, medics and technicians. This was the FIRST combined aeromedical problems course.

Course Content Stability:

Low

The course presentation and specific focus will change from year to year.

General Presentation Style:

Distributive

Practically all of the presentations were lectures supported by graphics. A CD-ROM is to be provided to participants containing copies of all the presentations.

Instructional Aids:

Computer/PowerPoint, video, overheads. All presentations had more than adequate technical support.

Hands-on Activities:

One hands-on demonstration session was available throughout most of the conference.

Degree of Instructional Interaction:

The degree of interaction was generally low. Very little time was available to ask questions

Relevant Instructional Value:

Moderate to high

This course had in excess of 135 presentations. A number of specialties were represented, primarily flight surgeons. While some of the presentations were of general interest, others were of specific interest to only one segment of the audience. The relevance of the instruction to the participant dependent primarily on careful selection of presentations by the participant.

Recommendation

Convert portions of this course to Web based training, others to an electronic journal. Because the content of this course will change every year, the actual portion to be designed as distance learning versus that presented in another format such as web-based discussion groups, web-based professional libraries, electronic journals, etc., will have to be made during the analysis phase.

While an Aeromedical Problems Web Site could be done it would require careful indexing and content supervision possibly by a board of experts. This course could be made into a number of courses. Aspects of this course were actually a professional association conference. While such activities are necessary, not being instruction, they would not be suitable for distance learning. While the current cost of the course is relatively high, (\$492,000) 60% of the cost was covered by Navy funds. The Army's expenses for this course was \$192,000 which is significantly less than the \$281,475 that would be required to convert this course.

DISTANCE LEARNING CONVERSION REPORT FORM

Aeromedical Problems Course 1. Instructional goals of the co									
1 Instructional goals of the co									
ii ilisti uctional goals of the co	urse: Prov	ide informa	tion	and tr	ainin	g to all milita	ary perso	onnel	
(primarily Army and Navy) dealing wi	th aeromed	lical problei	ns,	to inclu	ude f	light surgeor	ns, medi	cs and	
technicians.									
2. Frequency of course offering	per vear:	# 1						Yes	No
3. Current length of course in hou		# 91	7.	Con	vert	to DL?		X	1
4. Number of hours to be convert		# 68	8.					X	-
5. Number of registered students		# 455				•			
6. Number of potential students the	nat								
could benefit from the course		# 1500							
	Electronic								
Technology	Level 1		2	Level	1 3	Level 4			
WBT		X	\perp						
CBT			_						
VTT	Low		_	High					
Other									
	01 4 3								
Labor Hours Estimation Method	: Snort _	X_ Long_	;	Synch	iron	ous		****	
	(Cost Data							
10. Total Cost Year One					\$ 28	1,475			
11. Total Cost Year Two						1,475			
12. Total Cost Year Three					\$ 28	1,475			
13. Total Cost Year Four					\$ 28	1,475			
Total Cost Year Five						1,475			
15. Total costs year 1 to 5 (Sur	n of lines	10 throug	jh 1	14)	\$ 1,4	407,475			
16. Average cost, years 1 to 5 (di	vide value	in line 15	hv	5)	\$ 28	1,475			
17. Total potential students over a			υ <u>γ</u>	"	Ψ <u>2</u> 0	1,470			
(multiply the number of potent	•		abo	ove)					
by 5.)		(# 75	00			
18. Average cost per potential s	student o	ver 5 year	•						
period.									
(divide the value in line 15 by	the value	in line 17)		,	\$ 18	8			
A Julia:		10 6					<u></u>		
tem:	onal Hard	ware/Son	wa			ea t per unit	T-4-1	04	
tem.					COS	t per unit	Total	Cost	
Proposed Enhancement(s)	Cost								
Electronic Journal	\$ 3,375								
	\$								
	\$								
Total Enhancement Costs	\$ 3,375								
	, ,,,,,,								
and the second s									

Instructional Formats and Physical Training Requirements
Course Name:
St Combined Operational Aeromedical Problems

Course Number:
A0111 Course Name:
1st Combined Operational Aeromedical Problems Course

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
95%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
4%	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	7
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
1%	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: 1st Combined Operation	onal Aerom	edical Problems Course		
Course Number: A0111				
Length of course - number of hours	of instruc	tion: 85		
Number of Registered Students: 455				
Number of potential students that co	ould benefi	t from this course: 1500		
		formation and training to all military pers	sonnel	
to include flight surgeons, medics, and	technicians	, dealing with aeromedical problems, .		
Frequency of Course Offering: Once	e a year			
Continuing Education Credit Offered		Number: 31		
Continuing Education Ordan Office	11 103	italliber. 31		
For each item listed, check ✓ row	v marked	"Check" if observed or document	ted.	
Administrative Requirements	Check		Check	
Self pacing		Detailed student records		
Group training		Test Security		
On-demand availability		Multiple test forms		
Open entry / open exit				
Training / Instruction Approach			gaven.	
Lecture / Text	Х	Learning to Mastery	T	
Live Presenters (guest speakers)		Practice / drill		
Self study		Structured Review		
Demonstration		Feedback on performance		
Exhibit		Remediation	 	
Guided Discussion		Group activities/collaborative tasks		
Simulation (roll play, in-basket)				
Problem solving exercises			1	
Testing Types	Lawer a			
Objective knowledge tests	T	Performance test_hardware		
Essay		Oral testing		
Performance test – "paper"		No testing/Student course eval	X	
Performance test – hardware		The testing etadent obares eval		
Graphics				
2D graphics still	X	3D animation	***	
3D graphics still		2D interactive animation	1	
2D animation		3D interactive animation		
25 dimination		Pre recorded video /films	X	
Communications	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		- ^	
Audio	T	Open Discussion		
Indirect discourse		Question and answer		
Assigned reading		Question and answer		
		SSS 3 5 4 4 6 6 2 7 7 1 4 6 6 7 7 7 7 6 6 7 7 7 7 7 7 7 7 7 7 7		

Note: Demonstrations were used less than 4% of the time and Audio (for non-voice sound reproduction) was used less than 2% of the time. These factors will not be considered for the remainder of the analysis.

4. Course Technology Match Table

Course (Name) 1st Combined Operational Aeromedical Course	Technologies					
Administrative Requirements	Check	CBT	WBT	VTT		
Self pacing		11000			-20	
Group training						
On-demand availability						
Open entry / open exit						
Detailed student records						1
Test Security		no " Stease,				1
Multiple test forms						
Training / Instruction Approach						
Lecture / Text	X		3.43.39.7	13121	14-17-5, C. Marchine	
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit						
Guided Discussion						
Simulation – knowledge based					-	
Simulation - hardware						1
Problem solving exercises						
Learning to Mastery						
Practice / drill						-
Structured Review					-	
Feedback on performance						-
Remediation						-
Group activities/collaborative tasks						
Testing Types		- 725. X. X. X.	1. 7. 37 s			<u> </u>
Objective knowledge tests		TO A ATTERNATION	1	- Att. 1	<u> </u>	T
Essay						
Performance test –"paper" exercise						-
Performance test – hardware simulation						
Performance test – hardware						-
Oral testing	<u> </u>	ALED JEA				
No testing/Student course evaluation	X					
Graphics	P 1.5 650 - 11.1			(4) J. 1. 1. 1. 1.	3.25	30
2D graphics still	X		250 37 k ·		1	1
3D graphics still						-
2D animation	-					
3D animation						
2D interactive animation						-
3D interactive animation						
Pre recorded video /films	X					-
Communications						I TAME
Audio	7.017	<u> </u>		S 7.38 - 5.0	1	
Indirect discourse					 	
Assigned reading						
						
Open Discussion					l .	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Aeromedical Problems Course				
Asynchronous Course	V	VEB Base	ed Traini	ng
Interactivity Factors	Level 1	Level 2	Level 3	Level
Administrative Requirements				
Self pacing		>>>>>>	>>>>>>	>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>
Detailed student records		>>>>>>	>>>>>>	>>>>>
Test Security		>>>>>>	>>>>>>	>>>>>
Multiple test forms			>>>>>>	>>>>>
Training / Instruction Approach			L. CAR HINE	· 图 1
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>
Live Presenters (guest speakers)	X			
Self study		>>>>>>	>>>>>>	>>>>>
Demonstration			>>>>>>	>>>>>
Exhibit			>>>>>>	>>>>>
Guided Discussion				
Simulation – knowledge based			>>>>>>	>>>>>
Simulation - knowledge based			***************************************	*******
Problem solving exercises			>>>>>>	>>>>>
Learning to Mastery		>>>>>>		
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review		,,,,,,,,	>>>>>>	>>>>>
Feedback on performance				>>>>>
Remediation			>>>>>>	>>>>>
Group activities/collaborative tasks			>>>>>>	>>>>>
		G.1865'	L. ANDRAY. P. A	. 2010/995
Testing Types Objective knowledge tests				
		>>>>>>	>>>>>>	>>>>>
Essay				
Performance test -"paper" exercise			>>>>>>	>>>>>
Performance test – hardware simulation				
Performance test – hardware				
Oral testing				8 1 a w 6/11
No testing/Student course evaluation	<u> </u>	>>>>>>	>>>>>>	>>>>>
Graphics				
2D graphics still	X	>>>>>	>>>>>>	>>>>>
3D graphics still	and the strain all the		>>>>>	>>>>>
2D animation	* *		>>>>>	>>>>>
3D animation				>>>>>
2D interactive animation			- Carrier	>>>>>
3D interactive animation				
Pre recorded video /films		X	>>>>>>	>>>>>
Communications				
Audio		>>>>>	>>>>>>	>>>>>
Indirect discourse				
Assigned reading		>>>>>	>>>>>>	>>>>>
Open Discussion		- VANIT	process of the second second	
Question and answer opportunities			the not more .	

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Course Name: 1st Combined Operational Aeromedical Problems Course							
Asynchronous Course	Computer Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements		it Ann					
Self pacing		>>>>>>	>>>>>>	>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>			
Open entry / open exit		>>>>>	>>>>>>	>>>>>			
Detailed student records							
Test Security	a de la companya de l						
Multiple test forms	f.ell.		>>>>>>	>>>>>			
Training / Instruction Approach		Mark Control		538C0+. 1			
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>			
Live Presenters (guest speakers)			1				
Self study		>>>>>>	>>>>>>	>>>>>			
Demonstration			>>>>>>	>>>>>			
Exhibit			>>>>>>	>>>>>			
Guided Discussion	· P						
Simulation – knowledge based	1		>>>>>>	>>>>>			
Simulation - hardware	plan						
Problem solving exercises		>>>>>>	>>>>>>	>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>			
Structured Review			>>>>>>	>>>>>			
Feedback on performance		>>>>>	>>>>>>	>>>>>			
Remediation			>>>>>>	>>>>>			
Group activities/collaborative tasks	SA ANNA ANNA AN		***************************************	********			
•	Ш		L2: 11.428	Section . N.			
	and the state						
Objective knowledge tests		>>>>>	>>>>>>	>>>>>			
Essay	1.55 Final						
Performance test – "paper" exercise	Ž.		>>>>>>	>>>>>			
Performance test – hardware simulation	9 0000 9 00000 9 00000			>>>>>			
Performance test – hardware	Name of the second						
Oral testing			** Secretarial Josef Secretarias (2.)	.12 Ft. 11 (0.1296) (345)			
No testing/Student course evaluation	X	>>>>>>	>>>>>>	>>>>>			
			37 g 🐧				
2D graphics still	X	>>>>>>	>>>>>>	>>>>>			
3D graphics still			>>>>>>	>>>>>			
2D animation			>>>>>>	>>>>>			
3D animation	Merconin Merconin Merconin	***************************************		>>>>>			
2D interactive animation	201 800 100			>>>>>			
3D interactive animation							
Pre recorded video /films	I	Х	>>>>>>	>>>>>			
Communications							
Audio		>>>>>>	>>>>>>	>>>>>			
Indirect discourse			1				
Assigned reading		>>>>>>	>>>>>>	>>>>>			
				1			
Open Discussion	Fin and the ATT						

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	ort worksneet: Deve									
	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction									
Co	Course Name: 1st Combined Operational Aeromedical Problems Course									
	Media: Web Based Training Level: 2									
	Analysis Design Development Implementation Sums									
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15					
2	Multiply line 1 by average * hours200									
3	Average hrs. per phase	80	40	50	30					
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.6 ¹	.5	.8	.3					
5	Adjusted hrs. per phase. Multiply line 3 by line 4.	48	20	400	9					
	Total Labor Hours - sum across line 5				(20) (0) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	117				

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

¹ Given that this course will require a substantial amount of reorganization to make it suitable for distance learning from an instructional perspective, additional time will be needed during the analysis phase. possible time savings are reduced to 40%.

Short Worksheet: Development Time

Sh	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction						
Co	ourse Name: 1st Combine	d Operational	Aeromedical I	Problems Course			
				Media: CBT Mul	ltimedia Le	vel: 2	
Analysis Design Development Implementation Sums							
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15		
2	Multiply line 1 by average * hours200			CONTRACTOR OF THE PROPERTY OF	14 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
3	Average hrs. per phase	80	40	50	30	210	
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.6²	.5	.8	.3		
5	Adjusted hrs. per phase. Multiply line 3 by line 4.	48	20	40	9		
	Total Labor Hours - sum across line 5					117	

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

² Given that this course will require a substantial amount of reorganization to make it suitable for distance learning from an instructional perspective, additional time will be needed during the analysis phase. possible time savings are reduced to 40%.

Course Cost Estimation Worksheet

	Course Cost Estimate Worksheet: Web Base	od Training
Cou	rrse Name: 1st Combined Operational Course Number: A	
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs. 117
2	Average hourly labor cost in dollars	\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.	\$ 5850
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs. 68
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5	Hrs. 48
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery <u>OR</u> line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$ 280,800
	Do not use lines 7 to 12 for any costs that are to	be shared.
7	Infrastructure Costs	\$
8	Recurring Costs	\$
9	Delivery Labor Costs	\$
10	Travel Costs	\$
11	Miscellaneous Costs (Electronic Journal)	\$ 675
12	Add line 7 to 12	\$ 675
13	Total Cost - Add lines 6 and 12.	\$ 281,475
14	Number of potential students	# 1500
15	Average Cost Per Student Divide line 13 by line 14	\$ 188
2000	977	

Course Cost Estimation Worksheet

	se Cost Estimation Worksneet Course Cost Estimate Workshe	et: CBT Multime	edia				
	rse Name: 1st Combined Operational Course nedical Problems Course	Number: A0111					
1	Write the sum from Refined Estimate Worksheet,						
1	estimated number of hrs. per hr. of instruc	tion. Hr	s. 117				
2	Average hourly labor cost in dollars	\$ 5	50				
3	Multiple line 1 by line 2 and put the results	on line 3.	5850				
4	Actual number of classroom equivalent ho converted or developed.	П	s. 68				
5	Compression: If conversion to asynchron multiply line 4 by .7 (seven tenths) and pu on line 5. If not a conversion to asynchron skip line 5	t the results	s. 48				
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery <u>OR</u> line 3 by line 4 conversion to asynchronous delivery. Put on line 6.		280,800				
	Do not use lines 7 to 12 for any costs	that are to be s	shared.				
	1						
7	Infrastructure Costs	\$					
7	Infrastructure Costs Recurring Costs	\$					
8	Recurring Costs	\$					
8	Recurring Costs Delivery Labor Costs	\$ \$ \$	675				
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs	\$ \$ \$	675 675				
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs (Electronic Journal)	\$ \$ \$ \$ \$					
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs (Electronic Journal) Add line 7 to 12	\$ \$ \$ \$ \$ \$	675				
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs (Electronic Journal) Add line 7 to 12 Total Cost - Add lines 6 and 12.	\$ \$ \$ \$ \$ \$ \$ \$	375 281,475				

Separate worksheets are needed for each technology. Follow the instructions given on the worksheet.

Cost Estimate for a Single Course Over a Five Year Period

Course Name: 1st Combined Operational				ourse Numb	er: A0111	
Aeromedical Problems Course				· · · · · · · · · · · · · · · · · · ·		
Technology Selected	Level	1	Level 2	Level 3	Level 4	
WBT			X			
CBT						
VTT	Low			High		
Other						
Cost Factors			Values	1	80	urce
1. Labor hours year 1		56			30	urce
2. Labor hours year 2		56		Course	echnology N	Astch Table
3. Labor hours year 3		56				rity Factors Table
4. Labor hours year 4		56		- 180111010	gy micracliv	ny raciors rabic
				_		
5. Labor hours year 5 6. Subtotal		56`6 28080				
7. Average labor cost		\$50	J			
8. Total labor Cost over 5 yr	. perioa.	\$ 1,404,000				
Multiply line 6 by line 7	livom, Co		Du Voor			
Additional Development/ De	silvery CC	\$ 6		Data to C	unnant Cant	Amalysis 14/arlsahaaf
9. Cost year 1 10. Cost year 2		\$6		Data to S	upport Cost	Analysis Worksheet
		\$6				
11. Cost year 3						·
12. Cost year 4		\$ 675 \$ 675				
13. Cost year 5 14. Total Additional Costs .		\$0	0/5			
		6. 2	275			
Sum lines 9 to 13 and ent line 14	er on	\$ 3,375				
15. Total Course Cost.						
Add lines 8 and 14 and er	tor on	¢ 2	81,475			
line 15			.01,475			
16. Average cost over 5 years						
Divide line 15 by 5 and er		\$ 2	81,475			
line 16.	101 011	ΨΖ	01710			
17. Potential students year 1		15	000	From Cou	irse Informa	tion Summary Shee
18. Total potential students year	ear 1 to	-13		110111000	nse miomia	don Summary Sileet
5 (multiply line 17 by 5. a		7500				
enter on line 18)		, 00				
19. Average cost per student	vr 1 to					
5. (divide line 15 by line		\$ 1	88	Round up	to the near	est whole dollar
enter on line 19)		Ψ'				out miloto dollar

Gary P. Wratten Surgical Symposium Conversion Analysis

Gary P. Wratten Military Surgical Symposium

The course provides an opportunity for residents to present research efforts, update military surgeons on current surgical topics presented by national experts, and to encourage exchange between military surgeons.

Course Content Stability:

Low

The majority of the course focuses on advances in the field and research findings. As such the content changes yearly

General Presentation Style:

Lecture

The standard method of presentation was lecture. One presenter showed a Video of approximately ninety seconds length in support of his presentation.

Instructional Aids:

Power Point visuals, 35mm slide or overheads supported all presentations.

Hands-on Activities:

None

Degree of Instructional Interaction

Questions were encouraged and asked throughout the presentations. This was important as a learning technique to the resident presenters.

Relevant Instructional Value:

High

Unlike most PPSCP courses, the resident (student) presenters were the primary focus rather than the audience at large. This conference permitted new residents to practice presenting their research findings to an audience of other residents and staff physicians. While only staff physicians received CME credit (19) the primary beneficiaries of this course were the presenters. All attendees are pre-selected, consequently the number of participants is limited and would continue to be limited if converted to distance learning.

Recommendation

Do not convert.

While it is technically possible to convert this course to a distance learning using Video Teletraining, it is recommended that the course not be converted because little if any cost savings could be expected. If the decision were made to convert the course, the only media that could support it would be Video Teletraining. Since the presenters currently make up approximately 54% of the audience, a unique approach would be needed. The course could be divided into three segments separated by a period of time (for example one week) between sessions. This would allow student presenters to only spend one day presenting plus one day travel time. Excluding cost, the value of having the opportunity to present face-to-face has to be considered. Presenting before a television camera is a different environment and may not provide the type of experience that would be of most benefit to the resident surgeon presenters.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Gary P. Wratten Mill Symposium	itary Surgica			Number:	A0116			
Instructional goals of the cour the military to present their research presented by nationally known expe especially in reference to readiness	rts. and c. to	o update m	illita 2 ev	2010110000		. 4		vs in
2. Frequency of course offering	por voor: I	# 4						
3. Current length of course in ho	per year.	# 1 # 20	7	0	. 5. 5		Yes	No
4. Number of hours to be conver	ted	# -0-	7. 8.					X
5. Number of registered students	teu	# -0- # 75	0.	Enhance	7			X
6. Number of potential students t	hat	# 15						
could benefit from the course		# 100						
		# 100						
9. If item 8 = Yes, Specify								
Technology	Level 1	Level 2		Level 3	Lovel 4			
WBT	207011	LOVE! Z	- -	revel 2	Level 4			
CBT			-			-		
VTT	Low		+,	High)	,			
Other			┤ <u>'</u>	ingii z		-		
								·
Labor Hours Estimation Method	: Short	Long	Sv	nchrono	us X			
		<u> </u>	-,					
	C	ost Data						
10. Total Cost Year One				\$ 76	850	T		
11. Total Cost Year Two				\$ 68.				
12. Total Cost Year Three				\$ 68,				
13. Total Cost Year Four				\$ 68,				
!4. Total Cost Year Five				\$ 68				
15. Total costs year 1 to 5 (Sur	n of lines 1	0 through	1 14		2,250			
10								
16. Average cost, years 1 to 5 (di	vide value i	n line 15 b	y 5	\$ 70,	450			
17. Total potential students over a	a five year p	eriod.						
(multiply the number of potent	ial students	item 6 a	bov					
by 5.)	4			# 50	0			
18. Average cost per potential s period.	student ove	er 5 year						
(divide the value in line 15 by	the velue :	line 47%						
(arride the value in line 15 by	me value in	ine 1/)		\$ 705)			
Additio	nal Hardw	avale off.		D				
tem:	mai maruw	are/SUILW	are					
				Cost	per unit	Total C	ost	
Proposed Enhancement(s)	Cost							
- Person Limanocinent(s)								
	\$							
	¢.							
	\$							1
Total Enhancement Costs	\$ \$							

Instructional Formats and Physical Training Requirements
Course Name:
Gary P. Wratten Military Surgical Symposium

Course Number:
A0116 Course Name: Gary P. Wratten Military Surgical Symposium

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
52%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	7
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	7
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	* 7
48%	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	7
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures	7
	Lab Activity	Hands-on laboratory tasks/procedures.	7

Course Information Summary Sheet

Assigned reading

Course Name: Gary P. Wratten Military Surgical Symposium Course Number: A0116 Length of course - number of hours of instruction: 20 Number of Registered Students: 75 Number of potential students that could benefit from this course: 100 Instructional goals of the course: a. To provide an opportunity for surgical residents and fellows in the military to present their research efforts. b. to update military surgeons on current surgical topics presented by nationally known experts, and c. to encourage exchange between military surgeons especially in reference to readiness issues and field surgery. Frequency of Course Offering: once a year Continuing Education Credit Offered? Only for attending staff Number: 19 physicians, not residents. For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Self pacing Detailed student records Group training **Test Security** On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach Lecture / Text Learning to Mastery X Live Presenters (quest speakers) Practice / drill Self study Structured Review Demonstration Feedback on performance Exhibit Remediation Guided Discussion Group activities/collaborative tasks Simulation (roll play, in-basket) Problem solving exercises **Testing Types** Objective knowledge tests Performance test hardware Essay Oral testing Performance test - "paper" No testing/Student course eval Performance test - hardware Graphics 2D graphics still 3D animation 3D graphics still 2D interactive animation 2D animation 3D interactive animation Pre recorded video /films \overline{X}^1 Communications Audio Open Discussion Indirect discourse Question and answer opportunities X

¹ One non-student presenter used ninety seconds of video in his presentation. Video will not be used to determine technology of level of interactivity.

Course Technology Match Table

Administrative Requirements Self pacing Group training On-demand availability Open entry / open exit Detailed student records Test Security Multiple test forms Multiple test forms Training / Instruction Approach Lecture / Text Live Presenters (guest speakers) Self study Demonstration Exhibit Guided Discussion Simulation - knowledge based Simulation - hardware Problem solving exercises Learning to Mastery Practice / drill Structured Review Feedback on performance Remediation Group activities/collaborative tasks Testing Types Objective knowledge tests Essay Performance test - hardware Oral testing No testing/Student course evaluation Graphics 2D graphics still 2D animation 3D animation 3D interactive animation Tere coorded video / films Communications Audio Indirect discourse Assigned reading Open Discussion	(Name) Gary P. Wratten Military Surgical Sym		Tec	chnolog	ies		
Self pacing Group training Group training On-demand availability Open entry / open exit Detailed student records Test Security Multiple test forms Training / Instruction Approach Lecture / Text X Live Presenters (guest speakers) Self study Demonstration Exhibit Guided Discussion Simulation - hardware Problem solving exercises Learning to Mastery Practice / driil Structured Review Feedback on performance Remediation Group activities/soliaborative tasks Testing Types Objective knowledge test Essay Performance test - hardware Oral testing No testing/Student course evaluation Graphics ZD graphics still ZD animation 3D interactive animation Dering Indirect discourse Audio Indirect discourse Assigned reading Open Discussion	Administrative Requirements		СВТ	WBT	VTT		E55
On-demand availability Open entry / open exit Detailed student records Test Security Multiple test forms Training / Instruction Approach Lecture / Text Live Presenters (guest speakers) Self study Demonstration Exhibit Guided Discussion Simulation - knowledge based Simulation - hardware Problem solving exercises Learning to Mastery Practice / drill Structured Review Feedback on performance Remediation Group activities/collaborative tasks Testing Types Objective knowledge tests Essay Performance test - hardware simulation Di interactive animation Di interactive animation Di interactive animation Pre recorded video /filims Dommunications Audio Indirect discourse Assigned reading Open Discussion	Self pacing		Control of States Control of	30000	1.194111		
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Multiple test forms Training / Instruction Approach Lecture / Text Live Presenters (guest speakers) Self study Demonstration Exhibit Guided Discussion Simulation – knowledge based Simulation – hardware Problem solving exercises Learning to Mastery Practice / drill Structured Review Feedback on performance Remediation Group activities/collaborative tasks Testing Types Objective knowledge tests Essay Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation Graphics 2D graphics still 3D graphics still 2D animation 2D Interactive animation Pre recorded video /films Communications Audio Indirect discourse Assigned reading Open Discussion	Detailed student records						-
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Question and answer opportunities X	3D interactive animation Pre recorded video /films Communications Audio Indirect discourse Assigned reading						A. A.

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Course Name: Gary P. Wratten Military Surgical Symposium	Course Number:	AUTID
Synchronous Course	Video Te	eletraining
Interactivity Factors	Level 1 Low	
Administrative Requirements		
Self pacing		
Group training		>>>>>>
On-demand availability		
Open entry / open exit	į.	
Detailed student records	Process in in an analysis was	
Test Security		>>>>>>
Multiple test forms		>>>>>>
Training / Instruction Approach		N-9-1,
Lecture / Text	X	>>>>>
Live Presenters (guest speakers)		>>>>>>
Self study		
Demonstration		>>>>>>
Exhibit		>>>>>>
Guided Discussion		
Simulation – knowledge based		>>>>>>
Simulation - hardware		
Problem solving exercises	1 3 335 1	
Learning to Mastery	-(1)	
Practice / drill	1	
Structured Review		
Feedback on performance		
Remediation	-	
Group activities/collaborative tasks	. bres dans	
Testing Types		
Objective knowledge tests		
Essay	to satisfic sections settlement of the right	
Performance test –"paper" exercise		
Performance test – hardware simulation	-	
Performance test – hardware	-	
Oral testing	/ shahahahahahahahah	
No testing/Student course evaluation		******
		>>>>>
Graphics 2D graphics still		
3D graphics still	X	>>>>>
2D animation		>>>>>
3D animation		>>>>>>
2D interactive animation		********
3D interactive animation	Topological Property States and Longical State	
Pre recorded video /films		
	I A SALAN SA	>>>>>
Audio		
		>>>>>
Indirect discourse		
Assigned reading		>>>>>
Open Discussion	v prince	
Question and answer opportunities		X

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Calculation of Synchronous Training Costs

Course Name: Gary P. Wratten Military Surgical Symposium	Course Number	er: A0116				
	Costs:					
	Session 1	Session 2	Session 3			
Development Cost = (320 hrs.) x average hourly						
rate (\$50)	\$ 5,350	\$ 5,350	\$ 5,300			
Course Managers Studio Cost = (Total studio time	7 0,000	7 0,000	7 0,000			
+ 1 hour for each day the course is offered) x						
number of times course is presented x average						
hourly rate (\$50)	\$ 400	\$ 450	\$ 300			
Non-local Labor Cost = Number of non-local						
presenters) x (length of the course in days +1) x						
number of times offered x average daily rate (\$400	\$ 1,600	\$ 2,400	\$ 2,400			
<u>Moderator</u>	\$ 350	\$ 400	\$ 250			
Local Labor Cost + Number of local presenters x						
average hourly rate (\$50) X 2 X number of times						
course is offered.	\$ 100	\$ 200	\$ 100			
Total Labor Costs per session	\$ 7,800	\$ 8,800	\$ 8,350			
Additional Cost (any o	osts not captured	above)				
Total Per Diem =						
(length of course in days plus one						
travel day x number of non-local presenters) x (local daily per diem rate) x number of time the						
course will be presented.	\$ 3,740	\$ 5,440	¢2.720			
Total Airfare = (Average Round Trip Airfare x	\$ 3,740	\$ 5,440	\$2,720			
number of non-local presenters) x number of times						
the course will be presented.	\$ 11,000	\$ 16,000	\$ 8000			
Total dollar amount paid as honorariums	\$ 1,667	\$ 1,667	\$ 1,666			
(Other)	\$ 16,407	\$ 23,107	\$ 12,386			
(01101)	Ψ 10,407	Ψ 20, 101	Ψ 12,300			
Total Estimated Cost: Add Total Per Diem	Airfare Labor C	Costs and Addition	onal Costs			
Total Labor Costs	\$ 24,950	7000, 474 71441.				
Total Per Diem	\$ 11,900					
Total Airfare	\$ 35,000					
Total paid as honorariums	Marie Control					
(other)	\$ 5,000 \$ -0-					
TOTAL COURSE COST Year 1	\$ 76,850					
	7 / 0,000					
Cost Per Student = Total course costs divided by						

- 1. Student presenters not included in labor costs.
- 2. Cost of a Moderator included.
- 3. Per diem includes costs of student and non student presenters.
- 4. Air fair estimated at \$1000 round trip.
- 5. Total honorariums of \$5000 divided between the three sessions.
- 6. While the possible number of attendees is 100 almost half may be student presenters. Since part of the "learning" includes answering questions the focus is on the presenter (many questioners to one learner) rather than the audience (one instructor to many learners) the need for a small class is not as significant as it would be in a typical class situation.

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Gary P. Wratten Mill Symposium	itary Sur	gical	Co	urse Numb	er: A0116	
	_evel 1	Level	2	Level 3	Level 4	
WBT						
CBT						
	_ow			High X		
Other						
Cost Factors		Values			Source	:e
Labor hours year 1		499			Odur	
Labor hours year 2		339		Course T	echnology I	/latch Table
3. Labor hours year 3		339				rity Factors Table
4. Labor hours year 4		339			J,	,
5. Labor hours year 5		339		-		
6. Subtotal		855				
7. Average labor cost		50				
8. Total labor Cost over 5 yr. peri	od			<u> </u>		
Multiply line 6 by line 7	3	92,750				
Additional Development/ Delive	ry Cost	By Yea	r			
9. Cost year 1	\$	51,900		Data to Support Cost Analysis Worksheet		
10. Cost year 2	\$	51,900				
11. Cost year 3	\$	51,900				
12. Cost year 4	\$	51,900				
13. Cost year 5	\$	51,900				
 Total Additional Costs . Sum lines 9 to 13 and enter or line 14 	s	259,500				
15. Total Course Cost. Add lines 8 and 14 and enter of line 15	on \$	352,250				
 Average cost over 5 years. Divide line 15 by 5 and enter of line 16. 	on \$	70,450				
17. Potential students year 1		00		From Cou Sheet	urse Informa	ntion Summary
18. Total potential students year 1 5 (multiply line 17 by 5. and enter on line 18)	5	500				
19. Average cost per student yr. 1 to 5. (divide line 15 by line 18 and enter on line 19)		705		Round up	to the near	est whole dollar

Internal Medicine Conversion Analysis

INTERNAL MEDICINE COURSE

Course Purpose:

To present the latest research and developments in the field of internal medicine.

Course Content Stability:

Low

Given that this course presents the latest developments in the field of internal medicine, the content material changes from year to year.

General Presentation Style:

Lecture

This course could best be described as a "conference". That is, the information was delivered using a lecture format as the primary vehicle in which one instructor presented information to many learners.

Instructional Aids:

Heavy reliance on 35 mm and PowerPoint slides outlining the lecture, or presenting graphs showing research results and pictures of symptoms associated with various conditions. In addition, many of the instructors provided handouts with supplemental information relevant to the topic they were addressing.

Hands-on Activities:

None

Degree of Instructional Interaction:

During the plenary sessions, students were instructed to hold their questions until the end. The instructors were then told to meet with students with questions at a particular location during breaks. There were opportunities for the students to ask questions during the breakout sessions, and the degree to which this interaction was engaged in varied from instructor to instructor, and from student to student. In general, these questions concerned points of clarification, and served to allow the learner to better understand how to apply the information in a real world situation. The question/answer periods were generally limited to an exchange between an individual student and the instructor, such that the interaction did not expand into a general discussion period involving several students.

Relevant Instructional Value: Moderate

This course provides a significant amount of information, but with a goal of making the listeners familiar with the topic. Should the students wish to apply any of the information that was provided, it is doubtful that this could be wisely accomplished without further researching the topic independently. The main thing to be gained from attending this course (according to the POC) was an opportunity to network, and to make contacts among peers.

Recommendation:

Convert the course to Web Based Training supplemented by an Electronic Journal

The internal Medicine course was delivered in a standard large conference format, a plenary session in the morning and breakout sessions in the afternoon where the students could attend most of the sessions being conducted as they wished. Some "workshop" sessions were by invention only, which focused on such topics as American College of Physicians (ACP) chapter business, and Army internal medicine residency curriculum development. Other sessions identified as workshops were actually panel discussions.

Considering the plenary and breakout sessions, the conference provided a total of 72+ hours of presentations. Some 116 fifteen minute presentations were included for a total of 29 hours of fifteen minute presentations. Of the 12 hours of time devoted to the plenary sessions some 5 hours were devoted to ACP business, 10 fifteen minute presentations of papers submitted for competition, and various awards and recognition of service.

A maximum of 21 Continuing Medical Education (CME) credit could be earned at this conference.

Procedural Recommendations: This course can be converted to Web Based Training at a very low cost given the following:

- 1. All the fifteen minute presentations as well as some six (6) hours of longer presentation which do not specifically address the purpose of the course should be delivered through an electronic journal.
- 2. Closed workshops (working groups), which are not intended for student participation, cannot be converted to distance learning and another venue should be found for these activities.

Excluding the above items some 30 hours of content remains which includes the common core (plenary sessions) and the breakouts (specialty sessions) Because of the 10 specialty sessions (which can change in number from year to year), the use of VTT is not recommended. The course would need to be offered multiple times, or the specialty sessions would need to be offered sequentially which would create a significant scheduling problem in identifying which sites are needed and when. The large number of potential participants (800) who are distributed worldwide, would add to the scheduling problem. While the per student cost of VTT is less than Web Based Training (\$40 vs. \$68) if presented only once, the administrative and scheduling problems would very likely result in a much lower attendance and completion rate.

The use of a Web Based Training approach allows for self-registration, and open entry/open exit use. This would significantly reduce the administrative burden as well as being more adaptable to the work environment. Also the courseware could be easily converted to CBT Multimedia, at minimal cost, for any participants who do not have Internet access.

The 30 instructional hours recommended for conversion can be assigned by the Program Officer to a common core or specialty option as appropriate.

Conversion of each fifteen-minute presentation and other papers to an electronic journal should take approximately 45 minutes, to include scanning, formatting, and indexing. Total labor time for this task should be approximately 92 hours.

The conversion of this course should result in a yearly 70% saving over current costs. This saving is approximately equal to the current student transportation cost, which is some 75% of current expenditures.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: 14th Annual ACP/Arr Meeting: Internal Medicine	ny Region	al	Cours	e Num	ber:	A0126			
Instructional goals of the cou of internal medicine.	rse:Top	present	the lat	est res	earch	and develop	oments in	n the fi	eld
2. Frequency of course offering pe	ar vear	# 1						Yes	No
Current length of course in hour		# 72	. 7	Car	wort t	o DL?		X	NO
Number of hours to be converte		# 30			nance				
5. Number of registered students	u	# 300		. EIII	lance	!		X	
6. Number of potential students the	at	# 300	_						
could benefit from the course	al	# 800							
could belieff from the course		# 000	,						L
9. If item 8 = Yes, Specify: Pro	duction	of an l	Electi	onic .	lourn	al			
Technology	Level 1		el 2	Leve		Level 4	i		
WBT	X	LOV	C1 2	LCV	<i>,</i> 1 0	LCVCI 4			
CBT									
VTT	Low			High					
Other	LOW	T		riigii					
Other				<u> </u>			L		
Labor Hours Estimation Method:	Short	X In	na	Sync	hron	OUS			
Labor fronto Estimation Motificati	Onort		9	Cyno	011				
	(Cost D	ata						
10. Total Cost Year One					\$ 53	950			
11. Total Cost Year Two					\$ 53	The state of the s			
12. Total Cost Year Three					\$ 53				
13. Total Cost Year Four					\$ 53	·			
!4. Total Cost Year Five					\$ 53				
15. Total costs year 1 to 5 (Sum	of lines	10 thr	ouah	14)		9,750			
			·g	/	<u> </u>	-,			
16. Average cost, years 1 to 5 (div	ide value	in line	15 b	(5)	\$ 53	.950			
17. Total potential students over a				-	, , , ,	,			
(multiply the number of potenti				ove)					
by 5.)		`			# 40	00			
18. Average cost per potential s	tudent o	ver 5 y	/ear						
period.		_							
(divide the value in line 15 by t	he value	in line	17)		\$ 68				
Additio	nal Hard	ware/S	Softw	are Re	equire	ed			
Item:					Cos	t per unit	Total (Cost	
Proposed Enhancement(s)	Cost						<u>' </u>		
Electronic Journal	\$ 4,600	per ye	ar						
	\$								
	\$								
Total Enhancement Costs	\$ 23,000	over f	ive ve	ars					
	,,		- , -				• • • • • • • • • • • • • • • • • • • •		

Instructional Formats and Physical Training Requirements

Course Name:
14th Annual ACP/Army Regional Meeting: Internal A0126
Medicine

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
52%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
5%	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
3%	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
40%	Student Verbal Presentations	Students present verbal information to the larger group.	?
:	Student Procedural Presentations	Students present procedural information to the larger group.	?
and the second s	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

n: 72 rom this course: 800 atest research and developments in t Number: 21 Check" if observed or document Detailed student records Test Security Multiple test forms Learning to Mastery Practice / drill Structured Review Feedback on performance	
rom this course: 800 atest research and developments in t Number: 21 Check" if observed or document Detailed student records Test Security Multiple test forms Learning to Mastery Practice / drill Structured Review	ed.
Number: 21 Check" if observed or document Detailed student records Test Security Multiple test forms Learning to Mastery Practice / drill Structured Review	ed.
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Test Security Multiple test forms Learning to Mastery Practice / drill Structured Review	
Multiple test forms Learning to Mastery Practice / drill Structured Review	
Learning to Mastery Practice / drill Structured Review	
Learning to Mastery Practice / drill Structured Review	
Learning to Mastery Practice / drill Structured Review	
Practice / drill Structured Review	
Structured Review	
Feedback on performance	
Remediation	
Group activities/collaborative tasks	
Performance test hardware	
Oral testing	
No testing/Student course	Х
3D animation	1
2D interactive animation	
	1
2	account of them
	
	3D animation 2D interactive animation 3D interactive animation Pre recorded video /films

Course Technology Match Table

(Name) 14th Annual ACP/Army Regional M Internal Medicine	Meeting:		Ted	hnolog	ies	
Administrative Requirements	Check	CBT	WBT	VTT		Ger:
Self pacing	F-888 288 3-1 X V	C-86-5 - 12.5	-77952R#####	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	HELCON PROPERTY.	10.
Group training						
On-demand availability						
Open entry / open exit						
Detailed student records						
Test Security		water and				-
Multiple test forms					ļ	
	75-2 J. ASSESSOR 25	11 -4X	\$ 1.28653502	X 11 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2		i Marijany
Training / Instruction Approach Lecture / Text	X	10 12 Januari		200		2189741
Live Presenters (guest speakers)	^					
Self study						
Demonstration						
Exhibit						
Guided Discussion						
Simulation – knowledge based					-	<u> </u>
Simulation - knowledge based						
Problem solving exercises						
Learning to Mastery						
Practice / drill						
Structured Review						
Feedback on performance						
Remediation						
Group activities/collaborative tasks						
Testing Types	20 4.PV		A R. 300 (C. 10.500)	marke X : .	W137. E.	3583 537
Objective knowledge tests	對小家					
Essay Essay						
Performance test –"paper" exercise						
Performance test – paper exercise Performance test – hardware simulation						
Performance test – hardware simulation						
Oral testing		C 27.				
No testing/Student course evaluation	-					
	X	" -#. 111	165/3554 91.5476	00 88885 F	1 1234.3	basite, to
Graphics 2D graphics still			1			
	Х					-
3D graphics still 2D animation						
3D animation					ļ	
2D interactive animation						ļ
3D interactive animation						
Pre recorded video /films					Jan.	
		345	<u> </u>	LANGERA F	J	<u> </u>
Communications Audio	A) () ()		\$ <u>\</u>		<u> </u>	ı
Indirect discourse						
Assigned reading						
Open Discussion		40 00 00				
Question and answer opportunities	1					

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Asynchronous Course	V	VEB Base	ed Traini	ng
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements				
Self pacing		>>>>>>	>>>>>>	>>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>	>>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>>
Detailed student records		>>>>>>	>>>>>>	>>>>>>
Test Security		>>>>>>	>>>>>>	>>>>>>
Multiple test forms			>>>>>>	>>>>>>
Training / Instruction Approach				200
Lecture / Text	X	>>>>>	>>>>>>	>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>>
Demonstration			>>>>>>	>>>>>>
Exhibit	L		>>>>>>	>>>>>>
Guided Discussion	Şeri			
Simulation – knowledge based	3 m c	*	>>>>>>	>>>>>>
Simulation - hardware	<u> </u>			
Problem solving exercises			>>>>>>	>>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review		***********		>>>>>>
Feedback on performance	generalism sol		>>>>>>	>>>>>>
Remediation	kee Second		>>>>>>	>>>>>
Group activities/collaborative tasks	300 300		22777777	
	Company of the second second	risk is for elytoparens vio	Status C. Cardenary	6 KV - 1 KV 1
Testing Types Objective knowledge tests		T	T	King Gayle
		>>>>>>	>>>>>>	>>>>>>
Essay	§ Management Manager ()			
Performance test –"paper" exercise			>>>>>>	>>>>>
Performance test – hardware simulation	1			
Performance test – hardware	inc			
Oral testing				
No testing/Student course evaluation	X	>>>>>>	>>>>>>	>>>>>>
Graphics	<u> Lour Harbert (*)</u>			
2D graphics still	X	>>>>>	>>>>>	>>>>>
3D graphics still	farmen for		>>>>>>	>>>>>>
2D animation			>>>>>>	>>>>>
3D animation	- 13. gr			>>>>>>
2D interactive animation				>>>>>>
3D interactive animation				
Pre recorded video /films			>>>>>>	>>>>>>
Communications				
Audio		>>>>>>	>>>>>	>>>>>
Indirect discourse				
Assigned reading		>>>>>	>>>>>>	>>>>>
Open Discussion				
Question and answer opportunities	Enter the same			

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Asynchronous Course	Con	nputer Ba	ased Ira	ining
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements				
Self pacing		>>>>>>	>>>>>>	>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>
Open entry / open exit		>>>>>	>>>>>>	>>>>>
Detailed student records				
Test Security				
Multiple test forms			>>>>>>	>>>>>
Fraining / Instruction Approach	vonital Transaction			
Lecture / Text	Х	>>>>>>	>>>>>	>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>
Demonstration			>>>>>>	>>>>>
Exhibit			>>>>>>	>>>>>
Guided Discussion				
Simulation – knowledge based			>>>>>>	>>>>>
Simulation - hardware				
Problem solving exercises		>>>>>>	>>>>>>	>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review			>>>>>	>>>>>
Feedback on performance		>>>>>>	>>>>>>	>>>>>
Remediation			>>>>>>	>>>>>
Group activities/collaborative tasks				
Testing Types				
Objective knowledge tests	327 - VEEDA JA 113	>>>>>	>>>>>>	>>>>>
Essay				
Performance test –"paper" exercise			>>>>>>	>>>>>
Performance test – hardware simulation				>>>>>
Performance test – hardware				
Oral testing				
No testing/Student course evaluation	Х	>>>>>>	>>>>>>	>>>>>
Graphics				AMARIE W. A
2D graphics still	Х	>>>>>>	>>>>>>	>>>>>
3D graphics still			>>>>>>	>>>>>
2D animation			>>>>>>	>>>>>
3D animation				>>>>>
2D interactive animation				>>>>>
3D interactive animation				
Pre recorded video /films		1	>>>>>>	>>>>>
Communications	60 may 250			100 (NO. 14)
Audio	www. Steam Traffs	>>>>>>	>>>>>>	>>>>>
Indirect discourse				
Assigned reading		>>>>>>	>>>>>>	>>>>>
Open Discussion				
Question and answer opportunities				

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support tha factor.

Synchronous Course		eletraining
Interactivity Factors	Level 1 Low	Level 2 High
Administrative Requirements		
Self pacing		
Group training		>>>>>>
On-demand availability	district, trus	29 WINDOWS TO COM
Open entry / open exit		
Detailed student records		
Test Security		>>>>>>
Multiple test forms		>>>>>>
Training / Instruction Approach	1845 A. S.	
Lecture / Text	X	>>>>>>
Live Presenters (guest speakers)		>>>>>>
Self study		
Demonstration		>>>>>>
Exhibit		>>>>>>
Guided Discussion		
Simulation – knowledge based	11114	>>>>>
Simulation - hardware		
Problem solving exercises		
Learning to Mastery		
Practice / drill	1	
Structured Review		
Feedback on performance		
Remediation		
Group activities/collaborative tasks	Becampion of the first commercials of	
Testing Types		
Objective knowledge tests		
Essay		-7 Year 20 round
Performance test - "paper" exercise	ę	
Performance test – hardware simulation	8	
Performance test – hardware		
Oral testing	1/ 3/	
No testing/Student course evaluation	X	>>>>>>
Graphics		
2D graphics still	X	>>>>>>
3D graphics still		>>>>>>
2D animation		>>>>>
3D animation		>>>>>>
2D interactive animation	_{переог} дин и и и и и и и и вересте	
3D interactive animation	estest an ananana an an an an an an an an an a	
Pre recorded video /films		>>>>>>
Communications		
Audio		>>>>>>
Indirect discourse		
Assigned reading		>>>>>
Open Discussion		
Question and answer opportunities	, -3, -3, -3, -3, -3, -3, -3, -3, -3, -3	

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: 14th Annual ACP/Army Regional Meeting: Internal Medicine					
					ed Training Leve	
		Analysis	Design	Development	Implementation	Sums
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	
2	Multiply line 1 by average * hours100			And the second s		
3	Average hrs. per phase	40	20	25	15	- 4857 - 4857
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	
5	Adjusted hrs. per phase. Multiply line 4 3 by line 4.	12	10	20	4.5	
	Total Labor Hours - sum across line 5				W. W.	47

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Sho	art Workshoot: Refined Estimate of Development House Day House of Instruction
Olic	ort Worksheet: Refined Estimate of Development Hours Per Hour of Instruction
-	A
Col	Irse Name: 1/th Annual ACD/Army Degional Mosting: Internal Medicine
1 000	urse Name: 14th Annual ACP/Army Regional Meeting: Internal Medicine

	Media: Computer Based Training Level: 1					
		Analysis	Design	Development	Implementation	Sums
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	
2	Multiply line 1 by average * hours100		1			
3	Average hrs. per phase	40	20	25	15	
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	
5	Adjusted hrs. per phase. Multiply line 3 by line 4.	12	10	20	4.5	
	Total Labor Hours - sum across line 5					47

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimation worksheet Course Cost Estimate Worksheet: Web Based Training				
	rse Name: 14th Annual ACP/Army nal Meeting: Internal Medicine	Course Number: A	\0126		
1	Write the sum from Refined Estimated number of hrs. per hr. of	· ·	Hrs 47		
2	Average hourly labor cost in dollars	S	\$ 50		
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 2350		
4	Actual number of classroom equivalent hours to be converted or developed.		Hrs. 30		
5	Compression: If conversion to asymmetric line 4 by .7 (seven tenths) on line 5. If not a conversion to asyskip line 5	and put the results	Hrs. 21		
6	Multiply line 3 by line 5 if a conver asynchronous delivery OR line 3 b conversion to asynchronous delive on line 6.	y line 4 if not a	\$ 49,350		
	Do not use lines 7 to 12 for an	y costs that are to	be shared.		
7	Infrastructure Costs		\$		
8	Recurring Costs		\$		
9	Delivery Labor Costs		\$		
10	Travel Costs		\$		
1			*		
11	Miscellaneous Costs		\$		
11	Miscellaneous Costs Add line 7 to 12				
			\$		
12	Add line 7 to 12		\$		
12	Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$49,350		

Course Cost Estimation Worksheet

	se Cost Estimation Worksheet Course Cost Estimate Workshee	et: Computer Bas	sed I raining
		ourse Number: A	
	Write the sum from Refined Estimate	Worksheet	
1	estimated number of hrs. per hr. of in	•	Hrs 47
2	Average hourly labor cost in dollars		\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 2350
4	Actual number of classroom equivalent hours to be converted or developed.		Hrs. 30
5	Compression: If conversion to asynchmultiply line 4 by .7 (seven tenths) an on line 5. If not a conversion to asynchysip line 5	d put the results	Hrs. 21
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by line conversion to asynchronous delivery. on line 6.	ne 4 if not a	\$ 49,350
	Do not use lines 7 to 12 for any o	osts that are to	be shared.
7			
'	Infrastructure Costs		\$
8	Recurring Costs		\$
8	Recurring Costs		\$
8	Recurring Costs Delivery Labor Costs		\$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	e 13 by line 14	\$ \$ \$ \$ \$ \$49,350

Calculation of Synchronous Training Costs

Course Name: 14th Annual ACP/Army Regional	Course Number: A0126						
Meeting: Internal Medicine							
lahor	Conto						
Labor Costs:							
$\frac{\text{Development Cost}}{\text{rate ($50)}} = (320 \text{ hrs.}) \text{ x average hourly}$	£ 16 000						
	\$ 16,000						
Course Managers Studio Cost = (Total studio time							
+ 1 hour for each day the course is offered) x							
number of times course is presented x average	£4050						
hourly rate (\$50)	\$ 1650						
Non-local Labor Cost = Number of non-local							
presenters) x (length of the course in days +1) x	* 4000						
number of times offered x average daily rate (\$400	\$ 4000						
Local Labor Cost + Number of local presenters x							
average hourly rate (\$50) X 2 X number of times	#2000						
course is offered.	\$2800						
Total Labor Costs	\$ 24,450						
	osts not captured above)						
Total Per Diem =							
(length of course in days plus one							
travel day x number of non-local presenters) x							
(local daily per diem rate) x number of time the	A 4700						
course will be presented.	\$ 1700						
Total Airfare = (Average Round Trip Air Fair x							
number of non-local presenters) x number of times	4000						
the course will be presented.	\$ 1000						
Total dollar amount paid as honorariums	\$ -not provided-						
(Other) electronic journal	\$4,600						
Total Estimated Cost: Add Total Per Diem	Air Fair, Labor Costs, and Additional Costs.						
Total Labor Costs	\$ 24,450						
Total Per Diem	\$ 1,700						
Total Airfare	\$ 1,000						
Total paid as honorariums	\$ -not provided-						
(other) electronic journal	\$ 4,600						
TOTAL COURSE COST Year 1	\$ 31,750						
Cost Per Student = Total course costs divided by							
potential number of students	\$ 40						

Note:

- The course, if offered sequentially, would require 3.75 days assuming 8 hours attendance per day.
- While the course lists four days, the first day is simply registration which can be done on the morning of the second day.
- Number of presenters determined by assuming one hour per presentation.
- Number of non-local presenters was determined as an equivalent percentage of the current number of non-local presenters excluding fifteen minute presentations and other presentations not recommended for conversion.
- Information on instructor travel not provided in Administrators Survey. No coast to coast travel noted. Assume \$500 round trip.

Cost Estimate for a Single Course Over a Five Year Period

Cost Estimate for a Single Course Name: 14th Annual ACF Meeting: Internal Medicine		ourse Numb	er: A0126					
Technology Selected Level			Level 2	Level 3	Level 4			
WBT	Х							
CBT								
VTT	Low			High	<u> </u>			
Other								
	<u> </u>			1				
Cost Factors			Values		So	urce		
1. Labor hours year 1		9	87					
2. Labor hours year 2		9	87	Course T	echnology I	Match Table		
3. Labor hours year 3		9	87	Technolo	gy Interactiv	≀ity Factors Table		
4. Labor hours year 4		9	87					
5. Labor hours year 5		9	87					
6. Subtotal	-	49	34					
7. Average labor cost		\$ 5	50					
Total labor Cost over 5 yr. pe Multiply line 6 by line 7		\$ 246,750						
Additional Development/ Deliv	ery Co							
9. Cost year 1			4,600	Data to Support Cost Analysis Worksheet				
10. Cost year 2		\$ 4,600						
11. Cost year 3			4,600	Cost for p	production o	f Electronic Journal		
12. Cost year 4			4,600					
13. Cost year 5		\$ 4	4,600					
14. Total Additional Costs . Sum lines 9 to 13 and enter line 14	on	\$ 2	23,00					
 Total Course Cost. Add lines 8 and 14 and enter line 15 	on	\$ 2	269,750					
16. Average cost over 5 years. Divide line 15 by 5 and enter on line 16.		\$!	53,950					
17. Potential students year 1		80	00	From Col	urse Informa	ation Summary Sheet		
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)		40	00					
 Average cost per student yr (divide line 15 by line 18 enter on line 19) 		\$ (68	Round up	to the near	rest whole dollar		

ARMY FORCE HEALTH PROTECTION CONFERENCE Conversion Analysis

ARMY FORCE HEALTH PROTECTION CONFERENCE

Course Purpose:

No Government Furnished Information (GFI) was provided on this conference, so the actual purpose is unknown. Our observer noted that the course provided participants with current information affecting the practice and administration of preventive medicine programs in the Army.

Course Content Stability:

High

No GFI was provided on this conference, so the assessment of high stability is based solely on our observer's assessment of the material.

General Presentation Style:

Distributive

This course was delivered using primarily lecture (97%) with time for optional questions and answers and panel discussion (3%). The majority of the sessions, while falling within the definition of a lecture (one instructor to many learners), were structured to encourage and facilitate discussion and question and answer sessions.

Instructional Aids:

A combination of overhead slides, computer-generated (Power Point) slides, 35 mm, and handouts supported presentation of the course materials.

Hands-on Activities:

None.

Degree of Instructional Interaction

Because of the large number of participants, instructional interaction was limited to question and answer sessions during the lectures with only a small percentage of attendees being able to participate within the time constraints.

Relevant Instructional Value:

Unknown

Since the course theme and objectives were not provided, we are unable to assess the instructional value.

Conditional Recommendation:

Convert to Web-Based Training.

Based on the observed content, this conference would be an excellent candidate for conversion to Web-Based Training. However, because we have no current cost or student throughput information, the recommendation is conditional. Our recommendation is based on the nature of the material, most of which is reasonably stable, and the predominance of the lecture method of delivery (97% of presentations), and the heavy use of computer-generated or overhead slides in support of the delivery. It would be important to select a format that would allow questions from participants, and would benefit from a discussion platform. Such a platform would permit interaction between speakers and participants in exploring issues more deeply and in problem-solving to address some of the concerns presented. Most Web-Based presentation platforms have a built-in email capability to ask questions of presenters. In addition, discussion or chat groups could be instituted on existing web sites.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Army Force Heal Conference	Course Number: A 0137						
Instructional goals of the co	urse: Unk	nown.					
Frequency of course offering p	er vear	Unknown	<u> </u>		Yes	No	
Current length of course in hours.		28	7. Conve	ert to DL?	X	110	
Number of hours to be convert		28	8. Enhan			X	
5. Number of registered students		150		approximate num	ber.		
Number of potential students to benefit from the course		Unknown					
9. If item 8 = Yes, Specify							
Technology	Level 1	Level 2	Level 3	Level 4			
WTB		Х					
СВТ							
VTT	Low	•	High				
Other							
Labor Hours Estimation Method	: Short _	X Long_	Synchi	ronous			
Cost Data							
10. Total Cost Year One				\$130,200			
11. Total Cost Year Two				\$65,100			
12. Total Cost Year Three				\$65,100			
13. Total Cost Year Four				\$65,100			
14. Total Cost Year Five				\$65,100			
15. Total costs year 1 to 5 (Sun	of lines	10 through	14)	\$390,600			
10 1 1 1 1 1 1		451	-	070.400			
16. Average cost, years 1 to 5 (D		•		\$78,120			
 Total potential students over number of potential students [item 	6 above]	by 5.)		Unknown			
18. Average cost per potential (divide the value in line 15 by the			eriod.	Unknown			
Additional Hardware/Software	Required						
Item:				Cost per unit	Total Cost		
Proposed Enhancements		Cost	,				
		1000					
Total Enhancement Costs							

Instructional Formats and Physical Training Requirements

Course Name:
Army Force Health Protection Conference

Course Number:
A 0137

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
97%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
3%	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
	Student Verbal Presentations	Students present verbal information to the larger group.	?
1	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
at a second	Shop Activity	Hands-on technical tasks/procedures.	7
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Army Force Health Pro	tection Con	ference					
Course Number: A 0137							
Length of course - number of hours	of instruct	ion: 28					
Number of Registered Students: app							
Number of potential students that co	ula beneti	t from this course: Unknown					
Instructional goals of the course: Un	known						
Frequency of Course Offering: Unknown	own						
Continuing Education Credit Offered	? Unknowr	Number: Unknown					
3							
For each item listed, check ✓ rov	v marked	"Check" if observed or documer	ited.				
Administrative Requirements	Check		Check				
Self pacing		Detailed student records					
Group training		Test Security					
On-demand availability		Multiple test forms					
Open entry / open exit							
Training / Instruction Approach							
Lecture / Text	1	Learning to Mastery					
Live Presenters (guest speakers)		Practice / drill					
Self study		Structured Review					
Demonstration		Feedback on performance					
Exhibit		Remediation					
Guided Discussion		Group activities/collaborative tasks					
Simulation (roll play, in-basket)							
Problem solving exercises							
			in the state of th				
Objective knowledge tests		Performance test hardware					
Essay		Oral testing					
Performance test – "paper"		No testing/Student course eval	√				
Performance test – hardware							
W_2017-0-Y _2-V_0-1							
Graphics	The state of the s		737 237 seef to the Charles assessed				
2D graphics still	-	3D animation					
3D graphics still		2D interactive animation					
2D animation		3D interactive animation					
	100000000000000000000000000000000000000	Pre recorded video /films					
Communications		100					
Audio Indirect discourse		Open Discussion					
Assigned reading		Question and answer					
Assigned reading							
	1						

Course Technology Match Table

erence				Technologies CBT WBT VTT				
Check	CBT	WBT	VIT		and the second			
			1					
	\$ a							
100 E		\$4.5 · ·			(%) (%)			
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		_						
					1			
	Check	Check CBT	Check CBT WBT	Check CBT WBT VII	Check CBT WBT VTT			

If the course requires any of the factors indicated by a black box on the technology side, then this technology should not be used for the course.

Course Name: Army Force Health Protection Conference		lumber: A	- 101					
Asynchronous Course	WEB Based Training							
Interactivity Factors	Level 1	Level 2	Level 3	Level 4				
Administrative Requirements								
Self pacing	555 515 S 556 3669 515 S 555 5	>>>>>>	>>>>>>	>>>>>>				
Group training	1							
On-demand availability		>>>>>>	>>>>>>	>>>>>				
Open entry / open exit		>>>>>>	>>>>>>	>>>>>>				
Detailed student records		>>>>>>	>>>>>>	>>>>>				
Test Security		>>>>>>	>>>>>>	>>>>>				
Multiple test forms			>>>>>>	>>>>>				
Training / Instruction Approach		(C) (C) (A) (D) (A) (D)	urasse võtu ee					
Lecture / Text	1	>>>>>	>>>>>	>>>>>				
Live Presenters (guest speakers)								
Self study		>>>>>>	>>>>>>	>>>>>				
Demonstration			>>>>>>	>>>>>				
Exhibit	C manners (CV)		>>>>>>	>>>>>				
Guided Discussion								
Simulation – knowledge based	- 1.3.		>>>>>>	>>>>>				
Simulation - knowledge based Simulation - hardware	- 1			***************************************				
Problem solving exercises	-		>>>>>>	>>>>>				
Learning to Mastery		>>>>>>	>>>>>	>>>>>				
Practice / drill		>>>>>>	>>>>>>	>>>>>				
Structured Review				>>>>>				
Feedback on performance	The manner of		>>>>>	>>>>>				
Remediation			>>>>>>	>>>>>				

Group activities/collaborative tasks			Labeliano, con 1. Caracteria	88/10 N TO LANCE TO THE				
Testing Types		T ~~~~~	T					
Objective knowledge tests		>>>>>	>>>>>>	>>>>>				
Essay	estroitetus.							
Performance test –"paper" exercise			>>>>>>	>>>>>				
Performance test – hardware simulation								
Performance test – hardware								
Oral testing								
No testing/Student course evaluation	J	>>>>>>	>>>>>>	>>>>>				
Graphics	- confirmation of the	TELEVIC						
2D graphics still	1	>>>>>	>>>>>>	>>>>>				
3D graphics still	13777.17		>>>>>>	>>>>>				
2D animation			>>>>>	>>>>>				
3D animation				>>>>>				
2D interactive animation				>>>>>				
3D interactive animation	0							
Pre recorded video /films		1	>>>>>	>>>>>				
Communications								
Audio		>>>>>>	>>>>>	>>>>>				
Indirect discourse								
Assigned reading		>>>>>>	>>>>>>	>>>>>				
Open Discussion		g _k	9. 77					
Question and answer opportunities	No. of the State o							

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Protection Conference	Computer Based Trainin					
Asynchronous Course	Cor	nputer Ba	ased Trai	ning		
Interactivity Factors	Level 1	Level 2	Level 3	Level 4		
Administrative Requirements		4 4	15774			
Self pacing		>>>>>>	>>>>>>	>>>>>		
Group training						
On-demand availability		>>>>>>	>>>>>>	>>>>>		
Open entry / open exit		>>>>>>	>>>>>>	>>>>>		
Detailed student records						
Test Security						
Multiple test forms	- 4		>>>>>>	>>>>>		
raining / Instruction Approach			Y THEY WAS			
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>		
Live Presenters (guest speakers)						
Self study		>>>>>>	>>>>>>	>>>>>		
Demonstration			>>>>>>	>>>>>		
Exhibit	- 150m		>>>>>>	>>>>>		
Guided Discussion						
Simulation – knowledge based			>>>>>>	>>>>>		
Simulation - hardware	÷					
Problem solving exercises		>>>>>>	>>>>>>	>>>>>>		
Learning to Mastery		>>>>>>	>>>>>>	>>>>>		
Practice / drill		>>>>>>	>>>>>>	>>>>>		
Structured Review			>>>>>>	>>>>>		
Feedback on performance		>>>>>>	>>>>>>	>>>>>		
Remediation			>>>>>>	>>>>>		
Group activities/collaborative tasks	5					
Festing Types	Y Forest			v0(-12. ,^ ·		
Objective knowledge tests	***************************************	>>>>>>	>>>>>>	>>>>>		
Essay						
Performance test –"paper" exercise	44.000		>>>>>>	>>>>>		
Performance test – hardware simulation				>>>>>		
Performance test – hardware	9					
Oral testing	7-6-					
No testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>		
Graphics						
2D graphics still	<i> </i>	>>>>>>	>>>>>>	>>>>>		
3D graphics still			>>>>>>	>>>>>		
2D animation	At the Same of the		>>>>>>	>>>>>		
3D animation				>>>>>		
2D interactive animation				>>>>>		
3D interactive animation	9.75 F.75					
Pre recorded video /films	1	1	>>>>>>	>>>>>		
Communications				L.,		
Audio	The state of the s	>>>>>	>>>>>>	>>>>>		
Indirect discourse						
Assigned reading		>>>>>>	>>>>>>	>>>>>		
Open Discussion						
Open bioodesion	Trans in the					

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Web Based Training		
	rse Name: Army Force Health Protection Course Number: A 0137		
Con	ference	11.1	
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	\$50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	\$4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	28
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	20
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	\$91,140.00
	Do not use lines 7 to 12 for any costs that are to be shared.		Transple (1997)
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	\$0.00
13	Total Cost - Add lines 6 and 12.	\$	\$91,140.00
14	Number of potential students.	\$	Unknown
15	Average Cost Per Student Divide line 13 by line 14	\$	Unknown
		•	

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: CBT Multimedia		77.00 7 -
	urse Name: Army Force Health Protection Course Number: A 0137 nference		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	\$50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	\$4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	28
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	20
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	\$91,140.00
	Do not use lines 7 to 12 for any costs that are to be shared.		4
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	\$0.00
13	Total Cost - Add lines 6 and 12.	\$	\$91,140.00
14	Number of potential students.	\$	Unknown
15	Average Cost Per Student Divide line 13 by line 14	\$	Unknown
			11 37

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Army Medical Spec Executive Management Course)S	Course N	umber: A 0	624		
Technology Selected	Level 1	Level 2	Level 3	Level 4		
WBT		X				
CBT						
VTT L	ow		High			
Other						
Cost Factors		Values		Source		
. Labor Hours Year 1		2604		Course Te	chnology Match Table, y Interactivity Factors Table	
2. Labor Hours Year 2		1302			,	
. Labor Hours Year 3		1302		1		
. Labor Hours Year 4		1302		1		
. Labor Hours Year 5		1302				
5. Subtotal	7812		For the purposes of this analysis, we will assume that there is only a 50% turnove course materials in years two through fiv			
7. Average Labor Cost per hour		\$50				
 Total labor cost over a 5 year pe Multiply line 7 by line 6. 	riod.	\$390,600				
Additional Development Costs I	By Year	1				
O. Cost year 1				Data to Su	pport Cost Analysis Worksheet	
0. Cost year 2						
1. Cost year 3						
2. Cost year 4						
3. Cost year 5						
 Total additional costs. Sum line and enter on line 14 	es 9 to 13	\$0				
 Total Course Cost. Add lines 8 and enter on line 15. 	and 14	\$390,600				
6. Average cost over 5 years. Div 5 by 5 and enter on line 16.	ride line	\$78,120				
17. Potential students year 1.		Unknown		From Cour	rse Information Summary Sheet	
8. Total potential students year 1 multiply line 17 by 5 and enter on li		Unknown				
19. Average cost per student yearDivide line 15 by line 18 and enter18)		Unknown		Round up	to the nearest whole dollar.	

Multidisciplinary Approach to Head and Neck Trauma Conversion Analysis

MULTIDISCIPLINARY APPROACH TO HEAD AND NECK TRAUMA

Course Purpose:

Gather specialists concerned with trauma to the head and neck. Discuss recent techniques, research and other critical issues.

Course Content Stability:

Low

Topics will change yearly. Content and topics will change depending on current research and developments.

General Presentation Style:

Distributive

The information was delivered using a lecture format as the primary vehicle in which one (1) instructor presented information to many learners.

Instructional Aids:

Heavy reliance on 35 mm slides. In addition, most presenters provided handouts with supplemental information relevant to the topic they were addressing.

Hands-on Activities:

None

Degree of Instructional Interaction:

The presentations moved quickly. There was no opportunity for the students to ask questions during the presentations. At the end of each half-day, the students could ask questions of available speakers in a question and answer session. The question/answer periods were limited by the availability of the presenters at the question period.

Relevant Instructional Value:

High

Information presented was relevant to both peacetime and wartime activities of the military participants. The course was designed for and presented to physicians involved in the care of patients who have sustained trauma to the head and neck, primarily otolaryngologists/ear, nose and throat physicians. Content was not military specific.

Recommendation:

Based on information received from course personnel, do not convert to Distance Learning. See Note below.

Technically, this course is a good candidate for conversion to Web based or computer based training. However, if the cost is to be amortized only among the small number of military participants, it would not be cost-effective. An estimated 45 civilian attendees paid a registration fee of \$150 and military attendees paid a \$75 registration fee. Fourteen vendors (pharmaceutical companies, book publishers, etc.) provided "monetary effort" of approximately \$500 each. Vendor funds were used for daily breakfast buffets during which a speaker presented and breaktime snacks. Considering civilian registration and vendor contributions, a total of approximately \$13,750 in funds above and beyond those provided through the PPSCP were made available to conduct the course. (Military registration was not considered in this figure, because it was reimbursed to the participants when they filed their travel vouchers.) Because vendor contribution might be limited when converting the course, and potential for collection of civilian registration fees would be eliminated, it appears that the relative costs of conversion would increase. However, if it were not held in residence, there would be no requirement for snacks and breakfast. Web-based or computer-based training is estimated to be \$21,385 per year. which is approximately \$6,000 per year more than the estimated current cost of \$16,000 (not counting food and snacks). VTT development would not be possible at Madigan Army Medical Center since it is not a Distance Learning Center and could not originate VTT training. Costs for conversion to Web-based training at Level 1 are provided on the following sheets.

NOTE: The content and structure of this course is ideal for conversion to Web-based training. The recommendation not to convert was made based on the cost analysis data provided by the Course Project Officer that results in a per-student conversion figure that is not cost-effective. The potential target audience identified by the Project Officer was something under 100 (apparently reflecting only the size of the military ENT physician specialty group). However, the material presented (primarily new techniques and procedures for dealing with acute and long-term treatment of injuries to the head and neck) is applicable to a much larger audience. This includes military and civilian physicians practicing worldwide in Trauma/ Emergency Department settings, Oral and Plastic Surgeons, Dentists, and other professional and paraprofessionals dealing with this patient population. In fact, paramedics from the Madigan Emergency Department were invited to attend this course. If this wider audience is considered, the perstudent cost drops dramatically and would most certainly support conversion to distance learning.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Multidisciplinary Approand Neck Trauma	Course Name: Multidisciplinary Approach to Head and Neck Trauma Course Number: A0156									
1. Instructional goals of the course: Gather specialists concerned with trauma to the head and										
neck. Discuss recent techniques, research and other critical issues.										
2. Frequency of course offering po		#							Yes	No
3. Current length of course in hour		# '		7.			to DL?			X
4. Number of hours to be converte	d	# (8.	Enh	ance	?			Х
5. Number of registered students		# 8	88							
6. Number of potential students th	at									
could benefit from the course		#	125							
9. If item 8 = Yes, Specify:				_						
Technology	Level 1		Level	2	Leve	1 3	Level 4			
WBT										
CBT				_						
VTT	Low				High					
Other										
Cost Estimate fo								1		
Labor Hours Estimation Method:	Short_	<u>X_</u>	Long		Sync	hron	ous			

		Cos	st Data							
10. Total Cost Year One						\$21				
11. Total Cost Year Two						\$ 21,385				
12. Total Cost Year Three						\$ 21,385				
13. Total Cost Year Four						\$ 21				
! 4. Total Cost Year Five						\$ 21				
15. Total costs year 1 to 5 (Sum	of lines	10) throu	gh	14)	\$ 10	6,925			
16. Average cost, years 1 to 5 (div				by	(5)	\$ 21	,385			
17. Total potential students over a										
(multiply the number of potenti	ial stude	nts	(item 6	ab	ove)		_			
by 5.)						# 62	5	#310 (military)
18. Average cost per potential s	tudent d	vei	r 5-yea	r						
period.			4			4 4-		****		
(divide the value in line 15 by t	the value	ın	line 1/)		\$ 17	1.08	\$344.9	91 (mili	tary)
	nal Haro	lwa	are/Sof	twa	are Re					
Item:						Cos	t per unit	Total	Cost	
Proposed Enhancement(s) Cost										
\$										
	\$									
	\$									
Total Enhancement Costs	\$									

Instructional Formats and Physical Training Requirements

Course Name: Multidisciplinary Approach to Head and Neck Trauma Course Number: A0156

% of Course ∘ Using this Instructional ▽ Format	Format	Description	Physical Presence Required?
100%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	· No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
	Student Verbal Presentations	Students present verbal information to the larger group.	?
### ### ### ##########################	Student Procedural Presentations	Students present procedural information to the larger group.	3
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Multidisciplinary Approx	ach to Hea	d and Neck Trauma		
Course Number: A0156				
Length of course - number of hours	of instruct	tion: 13		
Number of Registered Students: 88				
Number of potential students that co	uld benefi	t from this course: 125 (assume 62 m	ilitary)	
Instructional goals of the course: Ga	ther specia	lists concerned with trauma to the head	d and	
neck. Discuss recent techniques, resea		ner critical issues.		
Frequency of Course Offering: Once	a year			
Continuing Education Credit Offered	? Yes	Number: 13		
For each item listed, check ✓ row	v marked	"Check" if observed or documer	ited.	
Administrative Requirements	Check		Check	
Self pacing		Detailed student records		
Group training		Test Security		
On-demand availability		Multiple test forms		
Open entry / open exit		on the state of th	1	
Training / Instruction Approach				
Lecture / Text	X	Learning to Mastery		
Live Presenters (guest speakers)		Practice / drill		
Self study		Structured Review		
Demonstration Tubility	ļ	Feedback on performance		
Exhibit		Remediation		
Guided Discussion		Group activities/collaborative tasks		
Simulation (roll play, in-basket)				
Problem solving exercises	ACCALA SOMBLE CARA			
Testing Types Objective knowledge tests	<u> </u>	L Porformance test hardware		
Essay		Performance test_hardware Oral testing		
Performance test –"paper"		No testing/Student course eval.		
Performance test – paper Performance test – hardware		No testing/Student course eval.	X	
1 Chamanac test maraware			_	
Graphics			1.	
2D graphics still	X	3D animation		
3D graphics still		2D interactive animation		
2D animation		3D interactive animation		
		Pre recorded video /films	X	
Communications				
Audio		Open Discussion		
Indirect discourse		Question and answer		
Assigned reading	1			

Note: Video was used during one thirty minute presentation (>4%) and will not be used to determine technology or level of interactivity.

Course Technology Match Table

Course Multidisciplinary Approach to Head and Neck Trauma			Technologies				
Administrative Requirements	Check	CBT	WBT	VIT			
Self pacing	11 F 3 1 W	1017,000,000,000	T.V. p. 2 C. radi			a Servi	
Group training							
On-demand availability						-	
Open entry / open exit				41			
Detailed student records				gen		ļ	
Test Security							
Multiple test forms							
Training / Instruction Approach	4.5000				401.7 (41.		
Lecture / Text	Х	1/9 - 10				61,	
Live Presenters (guest speakers)	^						
Self study							
Demonstration							
Exhibit							
Guided Discussion							
Simulation – knowledge based							
Simulation - hardware							
Problem solving exercises							
Learning to Mastery							
Practice / drill							
Structured Review							
Feedback on performance				1			
Remediation							
Group activities/collaborative tasks					1		
Testing Types	en in the	-,			de pulpo, gras		
Objective knowledge tests	<u>i filosomely</u>	de wi briti. L					
Essay						-	
Performance test –"paper" exercise				to he with			
Performance test – paper exercise Performance test – hardware simulation							
Performance test – hardware simulation				A No Atmosts See			
Oral testing							
No testing/Student course evaluation	V						
	X		198. (
Graphics 2D graphics still							
3D graphics still	Х						
2D animation							
3D animation							
2D interactive animation							
3D interactive animation				25 14.1641			
Pre recorded video /films							
	guri Peser, ex			. K. 1051000.60		L	
Audio				r saineas S T			
Indirect discourse	-						
Assigned reading							
Open Discussion							
·							
Question and answer opportunities						<u></u>	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Multidisciplinary Approach to Head and Neck Trauma	Course Number: A0156 WEB Based Training				
Asynchronous Course					
Interactivity Factors	Level 1	Level 2	Level 3	Level 4	
Administrative Requirements					
Self pacing		>>>>>>	>>>>>>	>>>>>	
Group training					
On-demand availability		>>>>>>	>>>>>>	>>>>>	
Open entry / open exit		>>>>>>	>>>>>>	>>>>>	
Detailed student records		>>>>>>	>>>>>>	>>>>>	
Test Security		>>>>>>	>>>>>>	>>>>>>	
Multiple test forms			>>>>>>	>>>>>	
Training / Instruction Approach	for a brilling				
Lecture / Text	X	>>>>>	>>>>>	>>>>>	
Live Presenters (guest speakers)					
Self study		>>>>>>	>>>>>>	>>>>>	
Demonstration			>>>>>>	>>>>>	
Exhibit			>>>>>>	>>>>>	
Guided Discussion			*********		
Simulation – knowledge based			>>>>>>		
Simulation - knowledge based Simulation - hardware			,,,,,,,,	>>>>>	
Problem solving exercises			******		
Learning to Mastery		>>>>>>	>>>>>>	>>>>>	
Practice / drill			>>>>>>	>>>>>	
Structured Review		>>>>>>	>>>>>>	>>>>>	
				>>>>>	
Feedback on performance			>>>>>>	>>>>>	
Remediation			>>>>>>	>>>>>	
Group activities/collaborative tasks	1401 1 221				
Testing Types Objective knowledge tests	地,班,,,都,				
		>>>>>	>>>>>>	>>>>>	
Essay					
Performance test –"paper" exercise			>>>>>>	>>>>>	
Performance test – hardware simulation					
Performance test – hardware					
Oral testing					
No testing/Student course evaluation	X	>>>>>>	>>>>>>	>>>>>	
Graphics					
2D graphics still	X	>>>>>	>>>>>>	>>>>>	
3D graphics still	pr		>>>>>	>>>>>	
2D animation	e de la companya della companya della companya de la companya della companya dell		>>>>>>	>>>>>	
3D animation				>>>>>	
2D interactive animation				>>>>>	
3D interactive animation					
Pre recorded video /films			>>>>>>	>>>>>	
Communications					
Audio		>>>>>	>>>>>	>>>>>	
Indirect discourse					
Assigned reading		>>>>>	>>>>>>	>>>>>	
Open Discussion			200		
Question and answer opportunities					

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Multidisciplinary Approach to Head and Neck Trauma	Course Number: A0156				
Asynchronous Course	Computer Based Training				
Interactivity Factors	Level 1	Level 2	Level 3	Level 4	
Administrative Requirements					
Self pacing		>>>>>>	>>>>>>	>>>>>	
Group training					
On-demand availability		>>>>>>	>>>>>>	>>>>>	
Open entry / open exit		>>>>>>	>>>>>>	>>>>>	
Detailed student records					
Test Security	productive Malacher				
Multiple test forms	at .		>>>>>>	>>>>>	
Fraining / Instruction Approach				1 1111	
Lecture / Text	Х	>>>>>>	>>>>>>	>>>>>	
Live Presenters (guest speakers)					
Self study		>>>>>>	>>>>>>	>>>>>	
Demonstration			>>>>>>	>>>>>	
Exhibit			>>>>>>	>>>>>	
Guided Discussion					
Simulation – knowledge based			>>>>>>	>>>>>	
Simulation - hardware					
Problem solving exercises		>>>>>>	>>>>>>	>>>>>	
Learning to Mastery		>>>>>>	>>>>>>	>>>>>	
Practice / drill		>>>>>>	>>>>>>	>>>>>	
Structured Review			>>>>>>	>>>>>	
Feedback on performance		>>>>>>	>>>>>>	>>>>>	
Remediation			>>>>>>	>>>>>	
Group activities/collaborative tasks	Samuel State				
Testing Types		West and the			
Objective knowledge tests	1	>>>>>>	>>>>>>	>>>>>	
Essay					
Performance test - "paper" exercise)		>>>>>>	>>>>>	
Performance test – hardware simulation				>>>>>	
Performance test – hardware	* 1				
Oral testing	, ¢'				
No testing/Student course evaluation	Х	>>>>>>	>>>>>>	>>>>>	
Graphics Gra					
2D graphics still	X	>>>>>>	>>>>>>	>>>>>	
3D graphics still			>>>>>>	>>>>>	
2D animation	t spultaring y		>>>>>>	>>>>>	
3D animation				>>>>>	
2D interactive animation				>>>>>	
3D interactive animation					
Pre recorded video /films	1		>>>>>>	>>>>>	
Communications	t ciju				
Audio	-2	>>>>>>	>>>>>	>>>>>	
Indirect discourse					
Assigned reading		>>>>>>	>>>>>>	>>>>>>	
Open Discussion					
Open Discussion					

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Multidisciplinary Approach to Head and Neck Trauma Media: WEB Based Training Level: 1 Development Implementation Analysis Design Percentage of Time Spent by Task Type .40 .20 .25 .15 by Level Multiply line 1 by average * 2 hours 100 Average hrs. per 40 20 25 15 phase Adjustments ** for hours per phase Use 1._ for added .3 .5 .8 .3 time and ._ for less time Adjusted hrs. Per 5 phase. Multiply line 3 12 10 20 4.5 by line 4. Total Labor Hours -47 sum across line 5

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for

PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Multidisciplinary Approach to Head and Neck Trauma Media: Computer Based Training Level: 1 Analysis Development Implementation Design Percentage of Time Spent by Task Type .40 .20 .25 .15 by Level Multiply line 1 by average * hours Average hrs. per 3 40 20 25 15 phase Adjustments ** for hours per phase Use 1._ for added .3 .5 .8 .3 time and ._ for less Adjusted hrs. Per phase. Multiply line 3 12 10 20 4.5 by line 4. Total Labor Hours -47 sum across line 5

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for

PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

Course Cost Estimate Worksheet: Web Based Training						
	rse Name: Multidisciplinary					
Appr	proach to Head and Neck Trauma					
1	Write the sum from Refined Estimated number of hrs. per hr. o	Hrs. 47				
2	Average hourly labor cost in dollar		\$ 50			
3	Multiple line 1 by line 2 and put the	e results on line 3.	\$ 2350			
4	Actual number of classroom equiv converted or developed.	alent hours to be	Hrs. 13			
5	Compression: If conversions to as delivery multiply line 4 by .7 (seven the results on line 5. If not a conversion asynchronous delivery skip line 5.	Hrs. 9.1				
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by conversion to asynchronous deliver on line 6.	\$ 21,385				
	Do not use lines 7 to 12 for an	ny costs that are to	be shared.			
7	Infrastructure Costs		\$			
8	Recurring Costs	\$				
9	Delivery Labor Costs	\$				
10	Travel Costs	\$				
11	Miscellaneous Costs	\$				
12	Add line 7 to 12	\$				
13	Total Cost - Add lines 6 and 12.	\$ 21,385				
14	Number of potential students	# 125 or 62				
15	Average Cost Per Student Divide	\$ 171.08 / 344.91				

Note: 125 total potential participants but less than half are military or government civilian. Web based training for military shown in the second number and cost figure in lines 14 and 15.

Course Cost Estimation Worksheet

	Course Cost Estimate Worksheet: Computer Based Training						
	rse Name: Multidisciplinary oach to Head and Neck Trauma	Course Number: A015	56				
1	Write the sum from Refined Estima estimated number of hrs. per hr. of	•	Hrs. 47				
2	Average hourly labor cost in dollars	3	\$ 50				
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 2350				
4	Actual number of classroom equiva converted or developed.	alent hours to be	Hrs. 13				
5	Compression: If conversion to asy multiply line 4 by .7 (seven tenths) on line 5. If not a conversion to asy skip line 5	Hrs. 9.1					
6	Multiply line 3 by line 5 if a convers asynchronous delivery OR line 3 by conversion to asynchronous delive on line 6.	y line 4 if not a	\$ 21,385				
	Do not use lines 7 to 12 for an	y costs that are to	be shared.				
7	Infrastructure Costs		\$				
8	Recurring Costs		\$				
9	Delivery Labor Costs		\$				
10	Travel Costs		\$				
11	Miscellaneous Costs		\$				
12	Add line 7 to 12		\$				
13	Total Cost - Add lines 6 and 12.		\$ 21,385				
14	Number of potential students		# 125 or 62				
15	Average Cost Per Student Divide	line 13 by line 14	\$ 171.08 / 344.91				

Cost Estimate for a Single Co						A0450		
Course Name: Multidisciplinary A and Neck Trauma	Approac	n to	Head	Jour	rse Numb	er: A0156		
and Neck Trauma								
Technology Selected	Leve	11	Level 2	,	Level 3	Level 4	Do Not Convert	
recimology delected	Leve	' '	LCVC1 2	-	LCVC: J	Level 4	Do Not Convert	
WBT							X	
CBT								
VTT			F	ligh				
Other								
Cost Estima	te for	the	Use of W	Web Based Training, Level 1				
Cost Factors			Values				urce	
Labor hours year 1		42	7.7					
2. Labor hours year 2		42	7.7		Course To	echnology M	Match Table	
3. Labor hours year 3		42	7.7		Technolog	gy Interactiv	vity Factors Table	
4. Labor hours year 4		42	7.7					
5. Labor hours year 5		42	7.7					
6. Subtotal		21:	38.5					
7. Average labor cost		\$ 5	50			· · · · · · · · · · · · · · · · · · ·		
8. Total labor Cost over 5-yr. p	eriod.	C 1	06 025					
Multiply line 6 by line 7		Φı	06,925					
Additional Development/ Deliv	ery C	ost	By Year	'				
9. Cost year 1		\$			Data to S	upport Cost	Analysis Worksheet	
10. Cost year 2		\$						
11. Cost year 3		\$						
12. Cost year 4		\$						
13. Cost year 5		\$						
14. Total Additional Costs.								
Sum lines 9 to 13 and enter	on	\$		1				
line 14								
15. Total Course Cost.								
Add lines 8 and 14 and ente	r on	\$ 1	06,925					
line 15								
16. Average cost over 5 years.		φ.	14 205					
Divide line 15 by 5 and enter	on	\$ Z	21,385					
line 16.		40)F / C2		From O=	uraa Infarra	tion Cumman Obart	
17. Potential students year 1	1 +-	12	25 / 62	\dashv	riom Col	irse intorma	ation Summary Sheet	
18. Total potential students year 5 (multiply line 17 by 5. and		62	5 / 310					
enter on line 18)		02	0/310					
19. Average cost per student y	1 to							
5. (divide line 15 by line 1		\$ 1	171.08 / 3	449	1			
enter on line 19)	o and	"	1, 1.00 / 0	1-75	'			
Office of file (a)		L				··-		

Endodontics for the General Dentist Conversion Analysis

ENDODONTICS FOR THE GENERAL DENTIST

Course Purpose:

The course is designed to increase the endodontic knowledge and clinical expertise of Army general dentists so that the dentist can provide a higher quality of endodontic dental care for patients. Emphasis is placed upon practicing within the military environment.

Course Content Stability:

Moderate

The majority of the course focuses on advances in the field and research findings. Other presentations (about 1/3) focused on areas that may not be 'new" but are rarely dealt with or seen, to reinforce good clinical practice.

General Presentation Style:

Distributive

The standard method of presentation was lecture. Though the students asked few questions, all instructors were willing to accept questions during and immediately their presentations.

Instructional Aids:

Two 35mm slide projectors and wireless microphones and speakers supported all presentations.

Hands-on Activities:

One demonstration session was given. This was supported partly by manufacturers of equipment. Some students were able of operate the equipment, most observed.

Degree of Instructional Interaction

While opportunity did exist to ask questions and exchange views with the presenters most students seemed to prefer to talk to the presenter after the course or during the breaks. Generally the students observed and some took notes. Yet the level of retention was probably high since the work involved was directly related to what the students do.

Relevant Instructional Value:

High

The content was clearly focused and within the criteria for a PPSCP course. Students were exposed to new concepts/approaches. This course did not wander off topic - probably due to the fact that the Endodontics Residency Program conducted it. The course directors simply followed the same good practices followed at the school.

Recommendation

Primary Recommendation: Convert to VTT.

Secondary Recommendation: Convert to WBT.

This course is ideal for Web based training (WBT) as well as VTT. It is coherent and it is not dependent on hands-on activities. On the Web, the course could easily be made highly interactive, while as a VTT course, the actual level of student /instructor interactivity would not be reduced. The major difference is the overall cost. As a Web based training course, the course would cost \$325,500 over five years to provide yearly training for every dentist in the Army at a cost of \$70 a year. VTT could provide the same training at a cost of \$14 per student. Other than cost, the most significant difference between the two approaches is a loss of flexibility if VTT is used. As a Web based training course, the course would be available on demand, at any time, simply by logging on and registering on-line. As a VTT based course, the course would be available once live. For those who were unable to view the course through VTT, it could be provided with a set of VCR tapes. The advantage of VTT is cost and the advantage of WBT is flexibility. Our first choice of VTT is based on lower cost to the Army.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Endodontics for the General Dentist			Cou A02		e Num	ber:				
Instructional goals of the could art and science of Endodontics. Provide practice.	rse: Prov de practica	vid al I	e the ger knowledg	ner je a	al den and sk	tist wit ills tha	h increased at can be app	knowled olied in t	dge of t heir clir	he nical
Frequency of course offering per	er vear	#	1						Yes	No
Current length of course in hour			19	7.	Cor	vert t	to DL?		X	140
Number of hours to be converte			19	8.		ance				X
5. Number of registered students			70							
6. Number of potential students that	at									
could benefit from the course		#	932							
9. If item 8 = Yes, Specify		4		_				r		
Technology	Level 1	\downarrow	Level	2	Leve	913	Level 4			
WBT CBT		\downarrow								-
VTT	Low	X			High	1				
Other	LOW	î			riigii	,				
Other			· · · · · · · · · · · · · · · · · · ·		L					
Labor Hours Estimation Method:	Short		Long_	S	Synch	rono	us_X			
		_	<u> </u>	_						
	(Co	st Data							
10. Total Cost Year One						\$ 19				
11. Total Cost Year Two						\$ 11				
12. Total Cost Year Three							,150			
13. Total Cost Year Four			**				,150			
!4. Total Cost Year Five15. Total costs year 1 to 5 (Sum	of lines	1	0 throug	~h	1/1		,150 ,750			
13. Total costs year 1 to 3 (Suni	OI IIIIES	-	o un ou	gi i	14)	\$ 03	,700			
16. Average cost, years 1 to 5 (div	ide value	ir	line 15	by	(5)	\$ 12	,750			
17. Total potential students over a				- ,	, - ,	· · ·	,,			
(multiply the number of potenti	-	•		ab	ove)					
by 5.)						# 46	60			
18. Average cost per potential s	tudent o	VE	er 5 year	r						
period.	میرامید مط	:_	lina 47\			611				
(divide the value in line 15 by t	ne value	III	line 17)			\$ 14				
Additio	nal Hard	lw	are/Sof	tw	are R	eauir	ed			
Item:	1141114		4.0,00				t per unit	Total	Cost	
							•			
Proposed Enhancement(s)	Cost					L		L		
	\$									
	\$									
	\$									
Total Enhancement Costs	\$									
				14	9-79-	177				7/4

Instructional Formats and Physical Training Requirements

Course Name:
Endodontics for the General Dentist

Course Number:
A0202 Course Name: Endodontics for the General Dentist

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
76%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
\$	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
***************************************	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
11%	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
13%	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
***************************************	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	?
mare de la destación de la composição de	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Endodontics for the General Dentist

Course Number: A0202

Length of course - number of hours of instruction: 19

Number of Registered Students: 70

Number of potential students that could benefit from this course: (all dentists)

Instructional goals of the course: Provide the general dentist with increased knowledge of the art and science of Endodontics. Provide practical knowledge and skills that can be applied in their clinical practice.

Frequency of Course Offering: Once a year

Continuing Education Credit Offered? Yes Number: 32

For each item listed, check I row marked "Check" if observed or documented.

Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			s.:1967979365.a.a.4.5
Lecture / Text	X	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration	X	Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises			
Testing Types			. 33. 4
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test –"paper"		No testing/Student course eval	
Performance test – hardware			
Graphics			1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
2D graphics still	Х	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	
Communications	eskaj Asyrij		
Audio		Open Discussion	
Indirect discourse		Question and answer	
Assigned reading			

Course Technology Match Table

Course (Name) Endodontics for the General Dentist			Ted	hnologi	es	
Administrative Requirements	Check	CBT	WBT	VTT		(g. 70.) sa
Self pacing		27.7.4.1	16.1 , Aeris		844477 (1777)55, 1144	1
Group training						1
On-demand availability						
Open entry / open exit						-
Detailed student records				av sti		
Test Security		Allehannach (2 s.fr.				-
Multiple test forms						
Training / Instruction Approach				1 70.0	National (NEWS) 20 10 (10 (10 (10 (10 (10 (10 (10 (10 (10 (\$50 L
Lecture / Text	Х	9,50 551	1 41 42 1	***	dan dila Ary Alam	
Live Presenters (guest speakers)						
Self study						
Demonstration	Х					
Exhibit						
Guided Discussion	· · · · · · · · · · · · · · · · · · ·				<u> </u>	-
Simulation – knowledge based					<u> </u>	ļ
Simulation - hardware						
Problem solving exercises						
Learning to Mastery						
Practice / drill				100		
Structured Review				1		
Feedback on performance		.		*1	-	
Remediation				pt.	-	
Group activities/collaborative tasks						
Testing Types	3					
Objective knowledge tests	2 1.37	T				
Essay						
Performance test "paper" exercise				gr. 7		-
Performance test – hardware simulation						-
Performance test - hardware				grafi Alama Con		
Oral testing		freeze april				
No testing/Student course evaluation					-	
Graphics		16 18 L		1442	- 1288	
2D graphics still	X		<u> </u>	1	I	T
3D graphics still					1	
2D animation						
3D animation						
2D interactive animation						<u> </u>
3D interactive animation		1		60000A		
Pre recorded video /films						
Communications	Attivis (Com	oh, staviša	1	1234		
Audio		, private in	A CONTRACTOR OF THE STREET			Ī
Indirect discourse						†
Assigned reading						
Open Discussion						
Question and answer opportunities		47 25			-	+

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Endodontics for the General Dentist	Course N	umber: A	J2U2	
Asynchronous Course	V	VEB Base	d Traini	ng
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements	- A 3			
Self pacing		>>>>>>	>>>>>>	>>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>>
Detailed student records		>>>>>>	>>>>>>	>>>>>>
Test Security		>>>>>	>>>>>>	>>>>>>
Multiple test forms			>>>>>>	>>>>>>
Training / Instruction Approach	Ø 38 11			Car Made a
Lecture / Text	X	>>>>>>	>>>>>	>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>>
Demonstration		X	>>>>>>	>>>>>>
Exhibit	y alf. woodcoooding f	^	>>>>>>	>>>>>>
Guided Discussion	- 1			
Simulation – knowledge based	- 4		>>>>>	>>>>>>
Simulation - hardware	1			
Problem solving exercises	4	===	>>>>>>	>>>>>>
Learning to Mastery		>>>>>>	>>>>>	>>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>>
Structured Review				>>>>>>
Feedback on performance	The same of the sa		>>>>>>	>>>>>>
Remediation			>>>>>>	>>>>>>
Group activities/collaborative tasks	Via y			
Objective knowledge tests		>>>>>	>>>>>	>>>>>
Essay				
Performance test –"paper" exercise			>>>>>>	>>>>>>
Performance test – hardware simulation	D-1		**********	*******
Performance test – hardware				
Oral testing	- C			
No testing/Student course evaluation		>>>>>>	>>>>>>	>>>>>>
			1	
Graphics 2D graphics still	SS 7/8/11 - 53	>>>>>	>>>>>	>>>>>
3D graphics still	X		>>>>>>	>>>>>>
2D animation	Filmoney-		>>>>>>	>>>>>>
3D animation	1			>>>>>>
	F			>>>>>>
2D interactive animation 3D interactive animation	in a			
	387 3		*******	******
Pre recorded video /films	- K. Sam		>>>>>	_>>>>>
Communications		1.41. 1745/16.108888		
Audio		>>>>>>	>>>>>>	>>>>>>
Indirect discourse				
Assigned reading		>>>>>	>>>>>	>>>>>>
Open Discussion				
Question and answer opportunities				

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Endodontics for the General Dentist		umber: A0		
Asynchronous Course	Con	nputer Ba	ased Trai	ning
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements			52 777X	
Self pacing		>>>>>>	>>>>>>	>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>
Detailed student records				
Test Security	April 10 to			
Multiple test forms	to the same		>>>>>>	>>>>>
Training / Instruction Approach			7457.6	
Lecture / Text	Х	>>>>>>	>>>>>>	>>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>
Demonstration		Х	>>>>>	>>>>>
Exhibit	No. bearmone by		>>>>>>	>>>>>
Guided Discussion				
Simulation - knowledge based	1		>>>>>>	>>>>>
Simulation - hardware	1 de			
Problem solving exercises		>>>>>>	>>>>>>	>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review			>>>>>>	>>>>>
Feedback on performance		>>>>>>	>>>>>>	>>>>>
Remediation			>>>>>>	>>>>>
Group activities/collaborative tasks	de manuel y annu marighton			
Testing Types	4 1/15 P. 37 . 3	\$ () Kering (
Objective knowledge tests	I	>>>>>>	>>>>>>	>>>>>
Essay				
Performance test –"paper" exercise	Service of the service of		>>>>>>	>>>>>
Performance test – hardware simulation	18			>>>>>
Performance test – hardware				
Oral testing	1.00			
No testing/Student course evaluation		>>>>>>	>>>>>>	>>>>>
	1			Mark Steamer
Graphics				At the same of the
Graphics 2D graphics still	X	>>>>>	· >>>>>	>>>>>
2D graphics still	X	>>>>>>	>>>>>>	
2D graphics still 3D graphics still	24	>>>>>>		>>>>> >>>>>>
2D graphics still	24	>>>>>>	>>>>>	>>>>>
2D graphics still 3D graphics still 2D animation	24	>>>>>>	>>>>>	>>>>> >>>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation	24	>>>>>>	>>>>>	>>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation	24	>>>>>	>>>>>	>>>>> >>>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films	X	>>>>>	>>>>>>	>>>>> >>>>> >>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films Communications	24	>>>>>>	>>>>>>	>>>>>> >>>>>> >>>>>> >>>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films Communications Audio	X		>>>>>>	>>>>> >>>>> >>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films Communications Audio Indirect discourse	X	>>>>>	>>>>>> >>>>>>> >>>>>>	>>>>>> >>>>>> >>>>>> >>>>>> >>>>>>
2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films Communications Audio	X		>>>>>>	>>>>>> >>>>>> >>>>>> >>>>>>

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Endodontics for the General Dentist	Course Number:	A0202
Synchronous Course	Video T	eletraining
Interactivity Factors	Level 1 Low	
Administrative Requirements		
Self pacing		, , , , , , , , , , , , , , , , , , ,
Group training		>>>>>>
On-demand availability		
Open entry / open exit		
Detailed student records	Paren	
Test Security	1000	>>>>>>
Multiple test forms		>>>>>>
Training / Instruction Approach		
Lecture / Text	X	>>>>>
Live Presenters (guest speakers)		>>>>>>
Self study		
Demonstration	X	>>>>>>
Exhibit	^	>>>>>
Guided Discussion		
Simulation – knowledge based		>>>>>>
Simulation - hardware		
Problem solving exercises	- 1	
Learning to Mastery		
Practice / drill		
Structured Review		
Feedback on performance	<u> </u>	
Remediation		
Group activities/collaborative tasks	A STATE OF THE STA	
Testing Types	diga kampira 1882 .	
Objective knowledge tests		
Essay Essay	वृत्ताद्ववत् व्यवकात्रः स्तरः स्तरः	
•		
Performance test –"paper" exercise		
Performance test – hardware simulation		
Performance test – hardware	_	
Oral testing		
No testing/Student course evaluation	0.0000000000000000000000000000000000000	>>>>>
Graphics		
2D graphics still	X	>>>>>>
3D graphics still		>>>>>
2D animation		>>>>>
3D animation		>>>>>>
2D interactive animation	inggrammer aminanananananananananananana meramia meramia	
3D interactive animation		
Pre recorded video /films		>>>>>
Communications		
Audio		>>>>>
Indirect discourse		
Assigned reading		>>>>>
Open Discussion	p	
Question and answer opportunities	et in a little transmission was	

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Sh	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction						
	ourse Name: Endodontics			Media: Web Ba	sed Training Level	: 2	
		Analysis	Design	Development	Implementation	Sums	
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15		
2	Multiply line 1 by average * hours200	7,25,25,25 15 1701 - 1 281,25 17,05	15 ju			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
3	Average hrs. per phase	80	40	50	30		
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3		
5	Adjusted hrs. per phase. Multiply line 3 by line 4	24	20	40	9		
	Total Labor Hours - sum across line 5					93	

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	ort Worksheet: Refined	•		ent Hours Per H	our of Instruction		
Course Name: Endodontics for the General Dentist Media: Computer Based Training Level: 2							
		Analysis	Design	Development	Implementation	Sums	
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15		
2	Multiply line 1 by average * hours200						
3	Average hrs. per phase	80	40	50	30	14.60g	
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3		
5	Adjusted hrs. per phase. Multiply line 3 by line 4	24	20	40	9		
	Total Labor Hours - sum across line 5	an same a			and a plant	93	

^{*} Average hours per hour of instruction
** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Web Based Training						
	rse Name: Endodontics for the eral Dentist	Course Number: A	0202				
1	Write the sum from Refined Estimated number of hrs. per hr. of		Hrs. 93				
2	Average hourly labor cost in dollars		\$ 50				
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 4650				
4	Actual number of classroom equiva- converted or developed.		Hrs. 19				
5	Compression: If conversion to asymmetriply line 4 by .7 (seven tenths) on line 5. If not a conversion to asyskip line 5	Hrs. 14					
6	Multiply line 3 by line 5 if a conver asynchronous delivery <u>OR</u> line 3 b conversion to asynchronous delive on line 6.	y line 4 if not a	\$ 65,100				
	Do not use lines 7 to 12 for an	y costs that are to	be shared.				
7	Infrastructure Costs		\$				
8	Recurring Costs		\$				
_			Ψ				
9	Delivery Labor Costs		\$				
10	Delivery Labor Costs Travel Costs		•				
			\$				
10	Travel Costs		\$				
10	Travel Costs Miscellaneous Costs		\$ \$ \$				
10 11 12	Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$				
10 11 12 13	Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$ \$				

¹ The course is considered appropriate for all dentists. The estimated number of dentists in the Army in 1999 will be 932.

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Computer Based Training								
	erse Name: Endodontics for the eral Dentist	Course Number: /	\ 0202						
1	Write the sum from Refined Estimates estimated number of hrs. per hr. of	· · · · · · · · · · · · · · · · · · ·	Hrs. 93						
2	Average hourly labor cost in dollars		\$ 50						
3	Multiple line 1 by line 2 and put the	results on line 3.	\$ 4650						
4	Actual number of classroom equiva converted or developed.	lent hours to be	Hrs. 19						
5	Compression: If conversion to asyr multiply line 4 by .7 (seven tenths) a on line 5. If not a conversion to asyr skip line 5	and put the results	Hrs. 14						
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by conversion to asynchronous deliver on line 6.	line 4 if not a	\$ 65,100						
	Do not use lines 7 to 12 for any	costs that are to	be shared.						
7	Infrastructure Costs		•						
L			\$						
8	Recurring Costs		\$						
8									
	Recurring Costs		\$						
9	Recurring Costs Delivery Labor Costs		\$						
9	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$						
9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$						
9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$						
9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$ \$ \$						

Calculation of Synchronous Training Costs

Course Name: Endodontics for the General	Course Number: A0202
Dentist	
	Costs:
$\frac{\text{Development Cost}}{\text{Development Cost}} = (320 \text{ hrs.}) \text{ x average hourly}$	* 40 000
rate (\$50)	\$ 16,000
Course Managers Studio Cost = (Total studio time	
+ 1 hour for each day the course is offered) x	
number of times course is presented x average	¢ 4450
hourly rate (\$50)	\$ 1150
Non-local Labor Cost = Number of non-local	
presenters) x (length of the course in days +1) x	¢ 400
number of times offered x average daily rate (\$400	\$ 400
Local Labor Cost + Number of local presenters x	
average hourly rate (\$50) X 2 X number of times course is offered.	\$ 1,100
Total Labor Costs	\$ 18,650
Total Labor Costs	\$ 10,000
Additional Coat (any or	l osts not captured above)
Total Per Diem =	DSIS NOL Captured above)
(length of course in days plus one	
travel day x number of non-local presenters) x	
(local daily per diem rate) x number of time the	
course will be presented.	\$ 500
Total Air Fair = (Average Round Trip Air Fair x	T 000
number of non-local presenters) x number of times	
the course will be presented.	\$ -0-
Total dollar amount paid as honorariums	\$ -0-
(Other)	
(00.01)	1
Total Estimated Cost: Add Total Per Diem.	Airfare, Labor Costs, and Additional Costs.
Total Labor Costs	\$ 18,650
Total Per Diem	\$ 500
Total Airfare	\$ -0-
Total paid as honorariums	\$ -0-
(other)	\$ -0-
TOTAL COURSE COST Year 1	\$ 19,150
Cost Per Student = Total course costs divided by	710
potential number of students	\$ 21
Processing and the second	1 7 -
	1

Cost Estimate for a Single Co Course Name: Endodontics for the				ourse Numb	er: A0202	
Technology Selected	Leve	11	Level 2	Level 3	Level 4	
WBT						
CBT						
VTT	Low)	(High		
Other						
		,				
Cost Factors			Values		So	urce
 Labor hours year 1 		32				
Labor hours year 2		16	0	Course T	echnology N	fatch Table
Labor hours year 3		16	0	Technolo	gy Interactiv	ity Factors Table
4. Labor hours year 4		16	0			
5. Labor hours year 5		16	0			
6. Subtotal		96	0			
7. Average labor cost		\$5	0		_	
8. Total labor Cost over 5 yr. pe	eriod.		10.000			
Multiply line 6 by line 7		\$ 48,000				
Additional Development/ Deliv	ery C	ost	By Year			
9. Cost year 1		\$ 3,150		Data to S	upport Cost	Analysis Worksheet
10. Cost year 2			3,150			
11. Cost year 3			3,150			
12. Cost year 4			3,150			
13. Cost year 5			3,150			
14. Total Additional Costs . Sum lines 9 to 13 and enter line 14	on		15,750			
 Total Course Cost. Add lines 8 and 14 and enter line 15 	on	\$ 6	33,750			
 Average cost over 5 years. Divide line 15 by 5 and enter line 16. 	on	\$ 1	2.750			
17. Potential students year 1		93	32	From Cou	rse Informa	tion Summary Sheet
 Total potential students year (multiply line 17 by 5. and enter on line 18) 		46	60			
 Average cost per student yr (divide line 15 by line 18 enter on line 19) 		\$ 1	4	Round up	to the neare	est whole dollar

Restorative Dentistry and Dental Materials Conversion Analysis

RESTORATIVE DENTISTRY AND DENTAL MATERIALS

Course Purpose:

To provide a review of current techniques, and recent advances, trends, and developments in restorative dentistry and dental materials.

Course Content Stability:

Low

Due to time limitations, all topics cannot be presented on a yearly basis. Therefore, not only will content change depending on current research and developments, but topics will change as well.

General Presentation Style:

Lecture

The entire course is delivered as lectures augmented by slides or overheads. That is, the information was delivered using a lecture format as the primary vehicle in which one (1) instructor presented information to many learners. All students attend all lectures. Their are no breakout sessions

Instructional Aids:

There was extensive use of 35 mm slides providing images of teeth, dental casts, tools, and treatment materials. In addition, each of the instructors provided handouts with supplemental information relevant to the topic they were addressing.

Hands-on Activities:

None

Degree of Instructional Interaction:

There were opportunities for the students to ask questions, and the degree to which this interaction was engaged in varied from instructor to instructor. In general, these questions concerned points of clarification. The question/answer periods were generally limited to an exchange between an individual student and the instructor, such that the interaction did not expand into a general discussion period involving several students.

Relevant Instructional Value:

High

This course provides a significant amount of information that is relevant to the professional performance of the attendees.

Recommendation:

Convert to Video Teletraining

This course could be converted to almost any distance learning format. However, given that the level of interactivity is low, it is ideal for conversion to Video Teletraining (VTT). As is currently done, the course can be presented once to all participants through VTT. While approximately 120 individuals currently take part, the course is appropriate to some 450 individuals. This approach will provide an extremely low per student cost while expanding the number of students able to access this information. Only one hour of the current instruction is not recommended for conversion to VTT. This hour focuses on administrative and career issues. Recommend that this topic be added to a Web page that could be updated as often as necessary.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name:		-	Col	re	o Num	hor	A0208			
Restorative Dentistry and Dental Mater	riale		COL	1131	e Num	Der.	A0200			
Restorative Dentistry and Dental Mater	ilais									
4 Instructional mode of the assume	. T	.:			£	-44	la mitana and a			
Instructional goals of the course										
trends and developments in restorative	e aentistry	a	nd dentai	m	ateriais	s. The	eme "Establi	shing a i	Basic	
Foundation for Oral Restoration."										
2. Frequency of course offering pe	er year:	#							Yes	No
3. Current length of course in hours # 28 7. Convert to DL?										
4. Number of hours to be converted # 27 8. Enhance? X 5. Number of registered students # 120										X
										
6. Number of potential students that	at		120							
could benefit from the course	at	#	450							
could benefit from the course		#	450							L
9. If item 8 = Yes, Specify		\perp								
Technology Level 1 Level 2 Level 3 Level 4										
WBT										
CBT		\dashv								
VTT	Low	X			High					
Other	2011	Ĥ			1 11911					
Other					L					
	Observat						V			
Labor Hours Estimation Method:	Snort_	L	ong	Sy	nchro	nous	<u>X</u>			
		Co	st Data							
10. Total Cost Year One						\$ 36	,590			
11. Total Cost Year Two						\$ 28	,590			
12. Total Cost Year Three						\$ 28				
13. Total Cost Year Four							,590			
!4. Total Cost Year Five							,590			
	of lines	. 4	0 46		44					
15. Total costs year 1 to 5 (Sum	or lines	7	u tnrou	<i>yn</i>	14)	\$ 10	0,950			
16. Average cost, years 1 to 5 (div				by	(5)	\$ 30	,190			
17. Total potential students over a	•									
(multiply the number of potenti	al studer	nts	(item 6	ab	ove)					
by 5.)						# 22	50			
18. Average cost per potential s	tudent o	VE	er 5 year	r						
period.			•							
(divide the value in line 15 by t	he value	in	line 17)			\$ 68				
(arriad the raids in line relay)						* ***				
Additio	nal Hard	da.	ara/Saf	har	aro Pa	aquir	od			
W 1994 - 24 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994 - 1994	ilai mait	1 44	are/301	LVV	ale N			Total	Cast	
Item:						Cos	t per unit	Total	Cost	-
Proposed Enhancement(s)	Cost									
	\$									
	\$									
	\$									
Total Enhancement Costs										
Total Enhancement Costs	\$									
	-10	St. Sale	7.7							-

Instructional Formats and Physical Requirements of Training
Course Name:
Restorative Dentistry and Dental Materials

Course Number:
A0208 Course Name:
Restorative Dentistry and Dental Materials

% of Course Using this Instructional Format	ng this tructional Description				
95%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No		
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No		
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No		
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	7		
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?		
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?		
	Student Verbal Presentations	Students present verbal information to the larger group.	?		
	Student Procedural Presentations	Students present procedural information to the larger group.	?		
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?		
	Shop Activity	Hands-on technical tasks/procedures.	7		
	Lab Activity	Hands-on laboratory tasks/procedures.	?		

Course Information Summary Sheet

	iy ana bent	al Materials				
Course Number: A0208						
Length of course - number of hours	of instruct	tion: - 28 hours				
Number of Registered Students: 12	0					
Number of potential students that co		t from this course: 450				
Instructional goals of the course: To trends and developments in restorative Basic Foundation for Oral Restoration.	o provide a l dentistry al	review of current techniques, recent ac	dvances, ing a			
Frequency of Course Offering: Once						
Continuing Education Credit Offered	i? Yes	Number: 28				
For each item listed, check ✔ row	u markad !	"Chaok" if about a day was	4-4			
Administrative Requirements	Check	Check is observed or documer	Check			
Self pacing	Onco	Detailed student records	CHECK			
Group training		Test Security				
On-demand availability	 	Multiple test forms				
Open entry / open exit		Wattiple test forms				
Training / Instruction Approach		I .				
Lecture / Text	X	Learning to Mastery				
Live Presenters (guest speakers)	, at a manager and a manager a					
Self study		Structured Review				
Demonstration		Feedback on performance				
Exhibit	-	Remediation				
Guided Discussion		Group activities / collaborative tasks				
Simulation (roll play, in-basket)		Croup activities / collaborative tasks	<u>' </u>			
Problem solving exercises						
Testing Types			1 1847 PY 19 186			
Objective knowledge tests		Performance test_hardware	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Essay		Oral testing				
Performance test –"paper"		No testing/Student course	X			
Performance test – hardware		140 testing/ottadent course				
. Chamana tost – nataware						
Graphics						
2D graphics still	X	3D animation				
3D graphics still		2D interactive animation				
2D animation		3D interactive animation	- 			
		Pre recorded video /films				
Communications						
Audio	**- * · · ·	Open Discussion	T in the second			
Indirect discourse		Question and answer opportunities				
		and another opportunities				

Course Technology Match Table

Course Name: Restorative Dentistry and Dental Material	s	Technologies					
Administrative Requirements	Check	СВТ	WBT	VTT	Page 1		
Self pacing	1 1765		4.0 °C/446		302.03	14 7 1 4 1 1 1	
Group training							
On-demand availability							
Open entry / open exit				- Pri 45		†	
Detailed student records							
Test Security							
Multiple test forms							
Training / Instruction Approach		r I					
Lecture / Text	Х		2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	-200	4, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3,	36(3.0)	
Live Presenters (guest speakers)							
Self study							
Demonstration							
Exhibit							
Guided Discussion		H					
Simulation – knowledge based							
Simulation - hardware							
Problem solving exercises							
Learning to Mastery							
Practice / drill							
Structured Review							
Feedback on performance							
Remediation							
Group activities/collaborative tasks							
Testing Types							
Objective knowledge tests							
Essay				200			
Performance test –"paper" exercise							
Performance test – hardware simulation							
Performance test – hardware							
Oral testing							
No testing/Student course evaluation	X						
Graphics							
2D graphics still	X						
3D graphics still							
2D animation							
3D animation							
2D interactive animation							
3D interactive animation							
Pre recorded video /films							
Communications			¥		<u> </u>		
Audio							
Indirect discourse							
Assigned reading							
Open Discussion							
Question and answer opportunities							

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Restorative Dentistry and Dental Materials	Course Number: A0208							
Asynchronous Course	V	VEB Base	Based Training					
Interactivity Factors	Level 1	Level 2	Level 3	Level 4				
Administrative Requirements	¥ 3000							
Self pacing		>>>>>>	>>>>>>	>>>>>				
Group training								
On-demand availability		>>>>>	>>>>>>	>>>>>				
Open entry / open exit		>>>>>	>>>>>>	>>>>>				
Detailed student records		>>>>>>	>>>>>>	>>>>>				
Test Security		>>>>>	>>>>>>	>>>>>				
Multiple test forms			>>>>>>	>>>>>				
Training / Instruction Approach				GO.				
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>				
Live Presenters (guest speakers)								
Self study		>>>>>>	>>>>>>	>>>>>				
Demonstration			>>>>>>	>>>>>				
Exhibit	Security as section 4		>>>>>>	>>>>>				
Guided Discussion								
Simulation – knowledge based	F 50		>>>>>>	>>>>>				
Simulation - hardware				********				
Problem solving exercises	1,3		>>>>>>	>>>>>				
Learning to Mastery		>>>>>>	>>>>>>	>>>>>				
Practice / drill		>>>>>>	>>>>>>	>>>>>				
Structured Review		*********		>>>>>				
	1			>>>>>				
Feedback on performance	· #/		>>>>>>					
Remediation Group activities/collaborative tasks			>>>>>>	>>>>>				
		are antique a comment	100.00	SERVING SERVIN				
Testing Types Objective knowledge tests		I COCCOCC	T SSSSSSSS					
		>>>>>	>>>>>>	>>>>>				
Essay	200 total 250							
Performance test –"paper" exercise			>>>>>>	>>>>>				
Performance test – hardware simulation								
Performance test – hardware								
Oral testing								
No testing/Student course evaluation	X	>>>>>>	>>>>>>	>>>>>				
The state of the s	ga, sing iks mis							
2D graphics still	X	>>>>>>	>>>>>>	>>>>>				
3D graphics still	ggod Jerith.		>>>>>>	>>>>>				
2D animation	1 10		>>>>>>	>>>>>				
3D animation	I di			>>>>>				
2D interactive animation				>>>>>				
3D interactive animation								
Pre recorded video /films			>>>>>	>>>>>				
Communications								
Audio		>>>>>>	>>>>>>	>>>>>				
Indirect discourse								
Assigned reading		>>>>>>	>>>>>>	>>>>>				
Open Discussion								
Question and answer opportunities	A metal reconstruction parties we proceed							

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Restorative Dentistry and Dental Materials	Course Number: A0208							
Asynchronous Course	Computer Based Training							
Interactivity Factors	Level 1	Level 2	Level 3	Level 4				
Administrative Requirements				7 #				
Self pacing		>>>>>>	>>>>>>	>>>>>				
Group training								
On-demand availability		>>>>>>	>>>>>>	>>>>>				
Open entry / open exit		>>>>>>	>>>>>>	>>>>>				
Detailed student records								
Test Security								
Multiple test forms	Apple Sample Harry		>>>>>>	>>>>>				
raining / Instruction Approach	*(*#666_7700.0							
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>				
Live Presenters (guest speakers)								
Self study		>>>>>>	>>>>>>	>>>>>				
Demonstration		1	>>>>>>	>>>>>				
Exhibit	21000		>>>>>>	>>>>>				
Guided Discussion	\$							
Simulation – knowledge based	2000	-	>>>>>>	>>>>>				
Simulation - hardware								
Problem solving exercises		>>>>>>	>>>>>>	>>>>>				
Learning to Mastery		>>>>>>	>>>>>>	>>>>>				
Practice / drill		>>>>>>	>>>>>>	>>>>>				
Structured Review			>>>>>>	>>>>>				
Feedback on performance		>>>>>>	>>>>>>	>>>>>				
Remediation			>>>>>>	>>>>>				
Group activities/collaborative tasks	r							
Testing Types				¥4.				
Objective knowledge tests	1	>>>>>>	>>>>>>	>>>>>				
Essay								
Performance test - "paper" exercise			>>>>>>	>>>>>				
Performance test – hardware simulation				>>>>>				
Performance test – hardware	3							
Oral testing	, J. C.							
No testing/Student course evaluation	Х	>>>>>	>>>>>>	>>>>>				
Graphics	35-10-10-70-87							
2D graphics still	X	>>>>>>	>>>>>>	>>>>>				
3D graphics still			>>>>>>	>>>>>				
2D animation	g, serve (Milyim) necess,		>>>>>>	>>>>>				
3D animation				>>>>>				
2D interactive animation				>>>>>				
3D interactive animation	4							
Pre recorded video /films	251		>>>>>>	>>>>>				
Communications								
Audio		>>>>>>	>>>>>>	>>>>>				
Indirect discourse								
Assigned reading		>>>>>	>>>>>>	>>>>>				
Open Discussion		The second of the second						
Question and answer opportunities								

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support tha factor.

Course Name: Restorative Dentistry and Dental Materials	Course Number: A0208 Video Teletraining					
Synchronous Course						
Interactivity Factors	Level 1 Low	Level 2 High				
Administrative Requirements						
Self pacing						
Group training		>>>>>>				
On-demand availability	Wishkey, on a sa s	PRESIDENTIAL REPORT OF A PROGRAMMENT OF A PROPERTY OF A STATE OF A				
Open entry / open exit						
Detailed student records	paraller de la companya de la compan					
Test Security		>>>>>>				
Multiple test forms		>>>>>>				
Fraining / Instruction Approach	5385 1 3 3					
Lecture / Text	X	>>>>>>				
Live Presenters (guest speakers)		>>>>>>				
Self study						
Demonstration		>>>>>>				
Exhibit		>>>>>>				
Guided Discussion						
Simulation – knowledge based		>>>>>>				
Simulation - hardware						
Problem solving exercises	go <u>fi</u> ema					
Learning to Mastery						
Practice / drill	-					
Structured Review						
Feedback on performance	+ 1					
Remediation	-					
Group activities/collaborative tasks	the state of the s					
Objective knowledge tests	A CONTRACTOR OF THE PROPERTY O					
Essay	1885 AND THE STREET STREET					
Performance test –"paper" exercise						
Performance test – hardware simulation						
Performance test – hardware	S					
Oral testing						
No testing/Student course evaluation	Х	>>>>>>				
_		Transfer de la companya de la compa				
Graphics 2D graphics still	V 1	>>>>>				
3D graphics still	X	>>>>>>				
2D animation		>>>>>>				
3D animation		>>>>>>				
2D interactive animation						
3D interactive animation	with the second control of the second contro					
Pre recorded video /films		>>>>>>				
		Part Commence				
Communications Audio		CONTRACTOR OF THE PROPERTY OF				
Indirect discourse		>>>>>				
Assigned reading		******				
		>>>>>				
Open Discussion Question and answer opportunities	Congression and Appropriate an					
Question and answer opportunities	The second second					

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction								
Co	urse Name: Restorative			Web Based Tra		/el: 1			
		Analysis	Design	Development	Implementation	Sums			
1	Percentage of Time Spent by Task Type by Level	.40	.20	,25	.15	1			
2	Multiply line 1 by average * hours100			dia via di tuto la tanggio di managio di tuto	The state of the s				
3	Average hrs. per phase	40	20	25	15				
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3				
5	Adjusted hrs. per phase. Multiply line 3 by line 4	12	10	20	4.5				
	Total Labor Hours - sum across line 5					47			

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	ort Workshoot, Defin					
Co	nort Worksheet: Refined burse Name: Restorative	Dentistry	f Developm	ent Hours Per H		
	raise italile: itestorative	Analysis		Computer Base		vel: 1
1	Percentage of Time Spent by Task Type by Level	.40	Design .20	Development ,25	Implementation .15	Sums
2	Multiply line 1 by average * hours100			Rade and the	The state of the s	
3	Average hrs. per phase	40	20	25	15	Planter of the second
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
5	Adjusted hrs. per phase. Multiply line 3 by line 4.	12	10	20	4.5	
	Total Labor Hours - sum across line 5					47

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

Cou	Course Cost Estimate Worksheet: Web Based rse Name: Restorative Dentistry Course Number: A		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs. 47	
2	Average hourly labor cost in dollars	\$ 50	
3	Multiple line 1 by line 2 and put the results on line 3.	\$ 2350	
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs. 27	
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5	Hrs. 19	
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$ 44,650	
1,000	Do not use lines 7 to 12 for any costs that are to	be shared.	
7	Infrastructure Costs	\$	
8	Infrastructure Costs Recurring Costs	\$	
		•	
8	Recurring Costs	\$	
8	Recurring Costs Delivery Labor Costs	\$	
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs	\$ \$ \$	
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs	\$ \$ \$ \$	
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12	\$ \$ \$ \$	
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	\$ \$ \$ \$ \$ \$ \$	

Course Cost Estimation Worksheet

Course Cost Estimate Worksheet: Computer Based Training						
	Irse Name: Restorative Dentistry Dental Materials	e Number: A0208				
1	Write the sum from Refined Estimate Worlestimated number of hrs. per hr. of instruc					
2	Average hourly labor cost in dollars	\$ 50				
3	Multiple line 1 by line 2 and put the results	on line 3. \$ 2350				
4	Actual number of classroom equivalent ho converted or developed.	urs to be Hrs. 27				
5	Compression: If conversion to asynchronomultiply line 4 by .7 (seven tenths) and pur on line 5. If not a conversion to asynchron skip line 5	t the results Hrs. 10				
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery <u>OR</u> line 3 by line 4 conversion to asynchronous delivery. Put on line 6.					
	Do not use lines 7 to 12 for any costs	that are to be shared.				
7	Infrastructure Costs	\$				
8	Recurring Costs	\$				
9	Delivery Labor Costs	\$				
10	Travel Costs	\$				
11	Miscellaneous Costs	\$				
12	Add line 7 to 12	\$				
13	Total Cost - Add lines 6 and 12.	\$				
14	Number of potential students	# 450				
15	Average Cost Per Student:: Divide line 13	3 by line 14 \$ 100				
		e grand grand King (Kristian)				

Calculation of Synchronous Training Costs

Course Name: Restorative Dentistry and Dental Materials	Course Number: A0208							
Labor	Conto							
Labor Costs:								
$\frac{\text{Development Cost}}{\text{rate ($50)}} = (320 \text{ hrs.}) \text{ x average hourly}$	\$ 16,000							
Course Managers Studio Cost = (Total studio time	\$ 16,000							
+ 1 hour for each day the course is offered) x								
number of times course is presented x average								
hourly rate (\$50)	\$ 1550							
Non-local Labor Cost = Number of non-local	\$ 1000							
presenters) x (length of the course in days +1) x								
number of times offered x average daily rate (\$400	\$ 8,000							
Local Labor Cost + Number of local presenters x	\$ 0,000							
average hourly rate (\$50) X 2 X number of times								
course is offered.	\$ 700							
Total Labor Costs	\$ 26,250							
Total Labor Costs	¥ 20,230							
Additional Cost (any co	osts not captured above)							
Total Per Diem =								
(length of course in days plus one								
travel day x number of non-local presenters) x								
(local daily per diem rate) x number of time the								
course will be presented.	\$ 2,540							
Total Airfare = (Average Round Trip Airfare x								
number of non-local presenters) x number of times								
the course will be presented.	\$ 3,900							
Total dollar amount paid as honorariums	\$ 3,900							
(Other)								
Total Estimated Cost: Add Total Per Diem	Airfare, Labor Costs, and Additional Costs.							
Total Labor Costs	\$ 26,250							
Total Per Diem	\$ 2,540							
Total Airfare	\$ 3,900							
Total paid as honorariums	\$ 3,900							
(other)	\$ N/A							
TOTAL COURSE COST Year 1	\$ 36,590							
Cost Per Student = Total course costs divided by	7							
potential number of students	\$ 82							

Course Name: Restorative Der				ourse Numb					
Materials									
						——————————————————————————————————————			
Technology Selected	Leve	l 1	Level 2	Level 3	Level 4				
WBT X									
VTT	Low			High					
Other									
Cost Factors		Ι	Values		So	urce			
1. Labor hours year 1		89	93		Course Technology Match Table				
2. Labor hours year 2			93	Course T					
3. Labor hours year 3			93			rity Factors Table			
4. Labor hours year 4			93		- recommendary must desire realist				
5. Labor hours year 5		89	93	†					
6. Subtotal		4465							
7. Average labor cost		\$5	0			N			
8. Total labor Cost over 5 yr. period. Multiply line 6 by line 7		\$223,250			***************************************				
Additional Development/ Deliv	ery C		By Year						
9. Cost year 1		\$		Data to S	Support Cost	Analysis Worksheet			
10. Cost year 2		\$							
11. Cost year 3		\$							
12. Cost year 4		\$							
13. Cost year 5		\$							
14. Total Additional Costs . Sum lines 9 to 13 and enter on line 14		\$0							
15. Total Course Cost. Add lines 8 and 14 and enter on line 15		\$ 223,250							
16. Average cost over 5 years. Divide line 15 by 5 and enter on line 16.			44,650						
17. Potential students year 1		4	50	From Co.	urse Informa	tion Summary Sheet			
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)	ł	22	50						
19. Average cost per student yr. 1 to 5. (divide line 15 by line 18 and enter on line 19)			100	Round up	to the near	est whole dollar			

Cost Estimate for a Single Course Name: Restorative De					eriod ımber: A02	na -			
Materials	indod y c	x D(Sintai C	ourse m	miber. Auz	.00			
			· · · · · · · · · · · · · · · · · · ·						
Technology Selected	Leve	11	Level 2	Level 3	Level 4				
WBT									
CBT	Х								
VTT Low			Н						
Other									
			W-I			6			
Cost Factors			Values			Source			
1. Labor hours year 1		893							
2. Labor hours year 2			93		Course Technology Match Table				
3. Labor hours year 3			93	recnr	lology inter	activity Factors Table			
4. Labor hours year 4			93						
5. Labor hours year 5		893							
6. Subtotal			65						
7. Average labor cost		\$5	0						
8. Total labor cost over 5 yr. po	eriod.	\$223,250							
Multiply line 6 by line 7									
Additional Development/ Deli	very Co	\$	ву теаг	Doto	to Cupport	Cost Analysis Worksheet			
9. Cost year 1			\$		io Support	Jost Arialysis vvorksneet			
10. Cost year 2 11. Cost year 3		 							
12. Cost year 4		\$							
13. Cost year 5		\$							
14. Total Additional Costs .		Ψ							
Sum lines 9 to 13 and enter on			\$0						
line 14	011	30							
15. Total Course Cost.		ļ							
Add lines 8 and 14 and enter on		\$ 223,250							
line 15		ľ	•						
16. Average cost over 5 years.									
Divide line 15 by 5 and enter on			44,650						
line 16.									
17. Potential students year 1		4	50	From	Course Info	ormation Summary Sheet			
18. Total potential students yea									
5 (multiply line 17 by 5. an	d	22	50						
enter on line 18)									
19. Average cost per student y			4.0.0	_					
5. (divide line 15 by line 1	8 and	\$	100	Roun	d up to the	nearest whole dollar.			
enter on line 19)									

Course Name: Restorative Der Materials					ourse Num	ber: A020	3			
Technology Selected	Level	1	Level	2	Level 3	Level 4				
WBT										
CBT										
VTT	Low	Х			High	L				
Other										
Cont Footons			Value							
Cost Factors		Values				Source				
1. Labor hours year 1		52				Tbl	. Matab Table			
2. Labor hours year 2		365			Course Technology Match Table					
3. Labor hours year 3		36			recnnoi	ogy interac	ctivity Factors Table			
4. Labor hours year 4		36								
5. Labor hours year 5		365								
6. Subtotal		1,985								
7. Average labor cost		\$5	0							
8. Total labor cost over 5 yr. pe	riod.	\$ 99,250								
Multiply line 6 by line 7										
Additional Development/ Deliv	ery Co	st	By Ye	ar						
9. Cost year 1		\$ 1	10.340		Data to	Data to Support Cost Analysis Worksheet				
10. Cost year 2		\$ 10,340								
11. Cost year 3		\$ 10,340								
12. Cost year 4		\$ 10,340								
13. Cost year 5		\$ 10,340								
14. Total Additional Costs .										
Sum lines 9 to 13 and enter on										
line 14			\$ 51,700							
15. Total Course Cost.										
Add lines 8 and 14 and enter	r on									
line 15			\$ 150,950							
16. Average cost over 5 years.						· ·				
Divide line 15 by 5 and enter										
line 16.			30,190							
17. Potential students year 1		450		From Co	From Course Information Summary Shee					
18. Total potential students year										
5 (multiply line 17 by 5. and										
enter on line 18)		22	50							
19. Average cost per student yr										
5. (divide line 15 by line 18 and					Round up to the nearest whole dollar.					
enter on line 19)		\$ 68								

Note: For VTT Use 320 hrs prep time for year one and 160 hrs prep time for years 2 to 5 Labor hours use the following

Labor Hours = Prep time + (total studio time + 1 hr for every day the course is offered) + (number of non-local presenters) x (length of course in days + 1 travel day x 8) x (the number of times the course is offered) + (number of local presenters x 2) x number of times the course is offered Additional Costs = (total air fair + total per diem + total honorariums) x 5

1998 Military Veterinary Medical Seminar Conversion Analysis

1998 Military Veterinary Medical Seminar

The purpose of the course is to update attendees on Veterinary Corps issues and technical skills. The theme of the seminar was "Support to Contingencies-Military and Civilian."

Course Content Stability:

Low

The focus is on the latest developments in the area, and therefore the topics change each year.

General Presentation Style:

Distributive

This course could best be described as a "conference". That is, the information was delivered using a lecture format as the primary vehicle in which one instructor presented information to many learners. Approximately 95% of the instruction was delivered using a basic lecture format. Approximately 2% used film/video as part of the presentation, there was one demonstration/shop activity and one poster session.

Instructional Aids:

Most of the speakers used overhead slides, 35mm slides, or PowerPoint presentation files to aid them in their instruction.

Hands-on Activities:

None

Degree of Instructional Interaction:

There were opportunities for the students to ask questions, and the degree to which this interaction was engaged in varied from instructor to instructor. In general, these questions concerned points of clarification, and served to allow the learner to better understand how to apply the information in a real world situation. The question/answer periods were generally limited to an exchange between an individual student and the instructor, such that the interaction did not expand into a general discussion period involving several students.

Relevant Instructional Value:

Low

The assessment or "Low Instructional Value" is based strictly on the assessment that less than 30% of the sessions appeared to support the stated objective/theme of the conference. Of 24 general sessions designed either exclusively for officer attendance or in combination with warrant officers and 91 R/T NCOs, only 11 appeared to relate to the "Contingencies and Disasters" theme. Of the 26 Saturday breakout sessions designed primarily for officers and warrant officers, only six appeared to be related to the theme. Of the 15 sessions on the first day of the course designated for officers and warrant officers, only two appeared to be loosely related to the theme. This equates to 29.2% of the sessions that appeared to relate to the objective. When broken down into hours, this equates to approximately nine of the 30 hours. Additionally, the welcome letter to attendees stated that in addition to the presentations supporting the seminar theme.subject matter experts in the functional areas of our VETCOM mission will provide numerous presentations, but they are only intended to be catalysts to promote discussion and information sharing." This course provides a significant amount of information, but with a goal of making the listeners familiar with the topic. Should the students wish to apply any of the information that was provided, it is doubtful that this could be wisely accomplished without further researching the topic independently. The main thing to be gained from attending this course was an opportunity for informal networking, and making contacts among peers.

Recommendation:

Convert portions relating to the theme to Web-Based Training. Those portions that do not meet the objectives of the theme can be eliminated or presented via the web in a non-learning format. Because the content of this course will change every year, the actual portion to be designed as distance learning versus that presented in another format will have to be made during the analysis phase.

This "course" is actually more of a conference insofar as there is no structured set of intended learning outcomes unified by a specific theme. The information itself could easily be presented in the form of Web Based training accompanied by an electronic journal. As such, the entire population could have access to the information, and the presenters could have an "electronic publication" to add to their vitas. In this way, the educational value of the course could be increased insofar as students could participate in interactive activities and be assessed using a distance learning technology.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: 1998 Military Ve Seminar	dical	Course N	lumber: A 0306			
 Instructional goals of the co issues and technical skills. The t 	urse: The pheme of the	ourpose of seminar w	the course as "Suppor	is to update attende t to Contingencies-I	es on Veterinar Military and Civil	y Corps ian."
Frequency of course offering p		1			Yes	No
3. Current length of course in ho		30	7. Conve		Х	
4. Number of hours to be conver		91	8. Enhan	ice?		X
Number of registered students		360				
Number of potential students the benefit from the course	hat could	500				
9. If item 8 = Yes, Specify						
Technology	Level 1	Level 2	Level 3	Level 4		
WBT		Х				
СВТ						
VIT	Low		High			
Other						
Labor Hours Estimation Metho	d: Short <u>X</u>	Long	Synchi	ronous		
Cost Data						
10. Total Cost Year One				\$29,295		
11. Total Cost Year Two				\$14,648		
12. Total Cost Year Three				\$14,648		
13. Total Cost Year Four				\$14,648		
14. Total Cost Year Five		10.41	44)	\$14,648		
15. Total costs year 1 to 5 (Sur	m of lines 1	v tnrougn	14)	\$87,887		
40. A	Niciala calca	in line 45 h	E\	¢47.570		<u>,</u>
16. Average cost, years 1 to 5 (E				\$17,578		
17. Total potential students over number of potential students [iter	n 6 above] l	by 5.)		2,500		
18. Average cost per potential (divide the value in line 15 by the	student ov value in line	ver 5 year e 17.)	period.	\$35.16		
Additional Hardware/Software	Required					
Item:				Cost per unit	Total	
		· · · · · · · · · · · · · · · · · · ·		-	Cost	
Proposed Enhancements		Cost			1	
Electronic Journal						
Total Enhancement Costs						

Only nine of the 30 hours appeared to support the objective and theme of the seminar.

Instructional Formats and Physical Training Requirements

Course Name: 1998 Military Veterinary Medical
Seminar

Course Number: A 0306

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
94%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
2%	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
2%	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	7
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
2%	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: 1998 Military Veterinary	Wedicar S	eminar	
Course Number: A 0306			
Length of course - number of hours	of instruc	tion: 30	
Number of Registered Students: 360			
Number of potential students that co	uld benefi	t from this course: 500	
Instructional goals of the course: The Corps issues and technical skills. The them Civilian."			
Frequency of Course Offering: Annua	al		
Continuing Education Credit Offered		Number: 15	
Continuing Education Orealt Chercus	100	Trumber. 10	
For each item listed, check ✓ row	marked	"Check" if observed or document	ted.
Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			
Lecture / Text	1	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration	1	Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises			
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test –"paper"		No testing/Student course eval	1
Performance test – hardware			
Graphics			
2D graphics still	1	3D animation	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	1
Communications			1970)
Audio		Open Discussion	
Indirect discourse		Question and answer opportunities	
Assigned reading			
	Ă Š		

Course Technology Match Table

Course 1998 Military Veterinary Medical Seminar	Technologies						
Administrative Requirements	Check	СВТ	WBT	VTT	90g 3	\$ 56.22	
Self pacing							
Group training							
On-demand availability							
Open entry / open exit							
Detailed student records				aAc1 = 5			
Test Security		A					
Multiple test forms					†		
Training / Instruction Approach	estilized	Amazara A Sasa		1.00		\$ 17 L	
Lecture / Text	1	2-11-4-825-11-1-503		1 688. 14 1788887.	100 May 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1860 18317	
Live Presenters (guest speakers)							
Self study							
Demonstration	1						
Exhibit				1	 		
Guided Discussion					1		
Simulation – knowledge based					 		
Simulation - hardware						<u> </u>	
Problem solving exercises							
Learning to Mastery							
Practice / drill				100			
Structured Review				C.			
Feedback on performance				- 1			
Remediation				nĝi:			
Group activities/collaborative tasks							
Testing Types					Januar, podalin	4.1	
Objective knowledge tests							
Essay							
Performance test –"paper" exercise				14077			
Performance test – hardware simulation							
Performance test – hardware				1			
Oral testing							
No testing/Student course evaluation	1						
Graphics		L 4.	- Jan 1914			1,540/1,51 7,50	
2D graphics still	1						
3D graphics still							
2D animation							
3D animation							
2D interactive animation							
3D interactive animation							
Pre recorded video /films	1						
Communications			. F.			ževi.	
Audio							
Indirect discourse							
Assigned reading							
Open Discussion							
Question and answer opportunities					1		

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Medical Seminar							
Asynchronous Course	WEB Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements							
Self pacing		>>>>>	>>>>>>	>>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>>			
Detailed student records		>>>>>>	>>>>>>	>>>>>>			
Test Security		>>>>>>	>>>>>>	>>>>>			
Multiple test forms			>>>>>>	>>>>>			
Fraining / Instruction Approach	STREET STREET	Voteral Connections	Total Control	gar Sailtegalanda (a. 14			
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>			
Live Presenters (guest speakers)							
Self study		>>>>>>	>>>>>>	>>>>>			
Demonstration		1	>>>>>>	>>>>>			
Exhibit			>>>>>>	>>>>>			
Guided Discussion							
Simulation – knowledge based	100 cm		>>>>>>	>>>>>			
Simulation - hardware	1						
Problem solving exercises			>>>>>>	>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>			
Structured Review				>>>>>			
Feedback on performance			>>>>>>	>>>>>			
Remediation	1	· · ·	>>>>>>	>>>>>			
Group activities/collaborative tasks							
Testing Types		Kengi Arus mangang man					
Objective knowledge tests		>>>>>	>>>>>>	>>>>>			
Essay							
Performance test –"paper" exercise	Physical and the second		>>>>>>	>>>>>			
Performance test – hardware simulation	w. C						
Performance test – hardware	£00						
Oral testing							
No testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>			
Graphics Graphics	7		1	******			
2D graphics still		>>>>>>	>>>>>	>>>>>			
3D graphics still	4		>>>>>>	>>>>>			
2D animation	Section of the section 24.		>>>>>>	>>>>>			
3D animation	i,			>>>>>			
2D interactive animation	***			>>>>>			
3D interactive animation	- Ann			*******			
Pre recorded video /films			>>>>>>	>>>>>			
	N. Carabaan 12	4		1			
Audio		>>>>>	>>>>>				
Indirect discourse				>>>>>			
Assigned reading		>>>>>>	>>>>>>	>>>>>			
Open Discussion	programment was						
Question and answer opportunities							

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Medical S								
_	nchronous Course			ased Trai	_			
ļ	nteractivity Factors	Level 1	Level 2	Level 3	Level 4			
	ive Requirements	A SALAS						
Se	elf pacing		>>>>>>	>>>>>	>>>>>>			
	oup training							
	n-demand availability		>>>>>>	>>>>>>	>>>>>>			
Op	pen entry / open exit		>>>>>>	>>>>>>	>>>>>>			
De	etailed student records	. 10	200 200 A 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	reservation - es	Aug. 1924			
	st Security	N k		A Section Control of the Control of				
	ultiple test forms			>>>>>>	>>>>>			
	struction Approach	# # # # # # # # # # # # # # # # # # #						
	cture / Text	-	>>>>>>	>>>>>>	>>>>>>			
	re Presenters (guest speakers)							
	elf study		>>>>>>	>>>>>>	>>>>>			
	emonstration		1	>>>>>	>>>>>			
	hibit			>>>>>	>>>>>			
	uided Discussion							
	mulation – knowledge based	} 9 € ⁽⁵⁺¹⁾		>>>>>>	>>>>>>			
	mulation - hardware		,					
	oblem solving exercises		>>>>>>	>>>>>>	>>>>>			
	arning to Mastery		>>>>>	>>>>>>	>>>>>>			
	actice / drill		>>>>>	>>>>>	>>>>>>			
	ructured Review			>>>>>>	>>>>>>			
	edback on performance		>>>>>>	>>>>>>	>>>>>>			
	emediation	Carrier T		>>>>>>	>>>>>>			
	oup activities/collaborative tasks							
Testing Type					and the state			
Ob	jective knowledge tests		>>>>>>	>>>>>>	>>>>>>			
	say							
	rformance test - "paper" exercise			>>>>>>	>>>>>>			
Pe	rformance test – hardware simulation				>>>>>>			
Pe	rformance test – hardware							
	al testing							
No	testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>>			
Graphics								
	graphics still	1	>>>>>	>>>>>>	>>>>>>			
30	graphics still	20° + 16 + 10		>>>>>>	>>>>>>			
20	animation			>>>>>>	>>>>>>			
30	animation	2(>>>>>>			
20	interactive animation				>>>>>>			
30	interactive animation							
Pr	e recorded video /films		1	>>>>>>	>>>>>>			
Communica	tions							
Au	dio		>>>>>>	>>>>>>	>>>>>>			
Inc	direct discourse							
As	signed reading		>>>>>	>>>>>>	>>>>>>			
Op	en Discussion			200000000000000000000000000000000000000	S . (
Qı	estion and answer opportunities	Cong. Howards St.						

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	Media: Web Based			Level: 2		
	Analysis	Design	Development	Implementation	Sum	
Percentage of Time Spent by Task Type by Level	0.40	0.20	0.25	0.15		
2 Multiply line 1 by average * hours		19.4	i jed	4.05 4.45		
200	2			FERROLL .		
3 Average hrs. per phase	80.00	40.00	50.00	30.00	2000 h	
4 Adjustments ** for hours per phase. Use 1 for added time and for less time	0.30	0.50	0.80	0.30		
5 Adjusted hrs. per phase. Multiply line 3 by line 4	24.00	20.00	40.00	9.00	1400 1600 1604	
Total Labor Hours - sum across line 5				44.25	93.00	

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	Media: CE	3T Multim	edia	Level: 2		
	Analysis	Design	Development	Implementation	Sum	
1 Percentage of Time Spent by Task Type by Level	0.40	0.20	0.25	0.15		
2 Multiply line 1 by average * hours		11 22	Mary made Assembly	建筑		
200	3		40.			
3 Average hrs. per phase	80.00	40.00	50.00	30.00		
4 Adjustments ** for hours per phase. Use 1 for added time and for less time	0.30	0.50	0.80	0.30		
5 Adjusted hrs. per phase. Multiply line 3 by line 4	24.00	20.00	40.00	9.00	g H	
Total Labor Hours - sum across line 5			i i	1872	93.00	

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

en.	Course Cost Estimation Worksheet: Web Based Training		APT 19				
	rse Name: 1998 Military Veterinary Medical Course Number: A0416						
Sem	inar						
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93				
2	Average hourly labor cost in dollars						
3	Multiple line 1 by line 2 and put the results on line 3.						
4	Actual number of classroom equivalent hours to be converted or developed.						
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	6.3				
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	29,295.00				
	Do not use lines 7 to 12 for any costs that are to be shared.						
7	Infrastructure Costs	\$					
8	Recurring Costs	\$					
9	Delivery Labor Costs	\$					
10	Travel Costs	\$					
11	Miscellaneous Costs	\$					
12	Add line 7 to 12	\$	0.00				
13	Total Cost - Add lines 6 and 12.	\$	29,295.00				
14	Number of potential students.		500				
15	Average Cost Per Student Divide line 13 by line 14	\$	58.59				
		ing ty					

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: CBT Multimedia		
	urse Name:1998 Military Veterinary Medical Course Number: A 0306 minar		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	9
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	6.3
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	29,295.00
4	Do not use lines 7 to 12 for any costs that are to be shared.	*	
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$:
12	Add line 7 to 12	\$	0.00
13	Total Cost - Add lines 6 and 12.	\$	29,295.00
14	Number of potential students.	#	500
15	Average Cost Per Student Divide line 13 by line 14	\$	58.59

Cost Estimate for a Single Course Over a Five Year Period

Course Name: 1998 Military Vete Seminar	cal	Course N	umber: A 0	306	
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT		Х			
СВТ					
VTT	Low	1	High		
Other					
Cost Factors		Values		Source	
Labor Hours Year 1		586			chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		293			
3. Labor Hours Year 3		293			
4. Labor Hours Year 4		293			
5. Labor Hours Year 5		293			
6. Subtotal		1,758 \$50			
	Average Labor Cost per hour				
Total labor cost over a 5 year Multiply line 7 by line 6.	period.	\$87,900			
Additional Development Cost	s By Year				
9. Cost year 1		\$0		Data to Su	pport Cost Analysis Worksheet
10. Cost year 2		\$0			
11. Cost year 3		\$0			
12. Cost year 4		\$0			
13. Cost year 5		\$0			
14. Total additional costs. Sum I and enter on line 14	ines 9 to 13	\$0			
 Total Course Cost. Add lines and enter on line 15. 	8 and 14	\$87,900			
16. Average cost over 5 years. It is by 5 and enter on line 16.	16. Average cost over 5 years. Divide line 15 by 5 and enter on line 16.				
17. Potential students year 1.		500		From Cour	se Information Summary Sheet
18. Total potential students year 1 to 5 (multiply line 17 by 5 and enter on line 18)		2500			
19. Average cost per student yea (Divide line 15 by line 18 and ente 18)	\$35		Round up	to the nearest whole dollar.	

Military Veterinary Foreign Animal Diagnostics Course Analysis

MILITARY VETERINARY FOREIGN ANIMAL DISEASE DIAGNOSTICS

Course Purpose:

To teach military veterinarians about various foreign animal diseases that are a serious threat to the United States' animal industry through the clinical presentation of these diseases and through lectures on their role in the event of a foreign animal disease outbreak.

Course Content Stability:

High

Although new findings can be presented, the general content of the course remains relatively stable. Changes may be made to reflect new threats from various diseases that may enter the United States.

General Presentation Style:

Lecture/Lab/Hands-on

The course was mostly lecture-format, followed by laboratory sessions. Interjected between the lecture/labs were a variety of seminars, panel discussions, and case studies.

Instructional Aids:

Overhead slides, videos, and lab equipment were used to fully prepare the vets in their abilities to recognize these diseases.

Hands-on Activities:

Hands-on laboratory activities are necessary to develop a full understanding of the progression of each disease. Students see the disease in the live animal and watch clinical signs develop day to day.

Degree of Instructional Interaction:

Students participated in the evaluation and necropsy of the animals.

Relevant Instructional Value:

High

The FADDL laboratory is the only location in the US where these diseases can be observed and studied due to their highly contagious nature. This prepares the vets to recognize harmful diseases whose presence could cause serious illness.

Recommendation:

Do not convert the course to a distance learning format.

It is doubtful that this could take the place of actual lecture time since the lab-experience benefits from a contiguous presentation of the relevant material (i.e. the students review the material relevant to a particular lab exercise immediately before participating). Whether any lecture could be *replaced* would have to be decided by a Subject Matter Expert (a veterinarian that teaches the course).

Requirements of Distance Learning Technology

At the present time, students receive reading materials to complete before attending this course. This pre-course material could be converted to a multimedia format with the intent to *supplement* and *enhance* the learning experience. No cost or time savings would be expected from such a conversion.

Patient Administration Symposium Conversion Analysis

Patient Administration Symposium

The purpose of this course is to provide conceptual and operational overviews of the changing military health system to leaders in the Patient Administration Community and to provide officers the opportunity to receive hands-on training on new/emerging health systems and applications...

Course Content Stability:

Low

Due to technological advances, the material presented is based on current systems and trends. Some of the topics will remain the same, but information is updated and new capabilities of systems are demonstrated.

General Presentation Style:

Distributive

The course was primarily lecture format with an opportunity for questions and answers. In some cases the lecture was supported by a demonstration.

Instructional Aids:

The majority of the speakers used PowerPoint slides to support their presentations. A significant portion of the speakers also provided the students with handouts. Laptop computers were used in two presentations.

Hands-on Activities:

There were two (7% of course instructional time) hands-on learning experiences focusing on the implementation of new or revised software programs. These could easily be simulated (or emulated) in either a CBT or WBT environment.

Degree of Instructional Interaction

There was an opportunity to ask questions following presentations. The exchanges were informational.

Relevant Instructional Value:

Moderate

Although the material presented reflected the latest information available, there was a lack of formal objectives and a clear focus in the curriculum.

Recommendation

Convert to Web-Based Training.

The instructional value of this course would benefit from delivery on a distance learning technology that allowed for one-to-many communications, and an asynchronous delivery. Handson activities in this particular case lend themselves easily to a Web environment since they involved instruction on computer software.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Patient Administ	posium	Course N	lumber: A0416			
Instructional goals of the co health system to leaders in the Pareceive hands-on training on new	atient Admi	nistration C	ommunity a	and to provide office		
Frequency of course offering p	or voor	1			Yes	No
Current length of course in hor		23	7. Conve	rt to DI 2	X	140
Number of hours to be convert		23	8. Enhan		^_	X
Number of registered students		54	O. Liman			
Number of potential students to benefit from the course		150				
9. If item 8 = Yes, Specify						
Technology	Level 1	Level 2	Level 3	Level 4		
WBT	LCVC. I	X		Level		
CBT		+ ~				
VIT	Low		High	<u> </u>		
Other			13	1		
Labor Hours Estimation Method	d: Short)	Long	Synchr	onous	·	
Cost Data						
10. Total Cost Year One				\$103,463		<u></u>
11. Total Cost Year Two				\$103,463		
12. Total Cost Year Three				\$103,463		
13. Total Cost Year Four				\$103,463		
14. Total Cost Year Five				\$103,463		
15. Total costs year 1 to 5 (Sur	n of lines 1	0 through	14)	\$517,313		
16. Average cost, years 1 to 5 (D	ivide value	in line 15 b	oy 5)	\$103,463		
17. Total potential students over number of potential students [iten			ultiply the	750		
18. Average cost per potential (divide the value in line 15 by the			period.	\$690		
Additional Hardware/Software	Required					
Item:				Cost per unit	Total Cost	
		10				
Proposed Enhancements		Cost				
Tatal Fahamana at Carta						
Total Enhancement Costs						

Instructional Formats and Physical Training Requirements

Course Name: Patient Administration Symposium | Course Number: A0416

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
100%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
and the second of the second o	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	3
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	7
1.	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
<u></u>	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
A	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	7
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Patient Administration Symposium Course Number: A0416 Length of course - number of hours of instruction: 22.25 Number of Registered Students: 54 Number of potential students that could benefit from this course: 150 Instructional goals of the course: To provide nurse clinicians and middle managers, active duty and civilians with current concepts, trends and issues affecting the delivery of care as the military health care system transitions into the new millennium. The course provides participants with knowledge and information that will enable them to effectively participate in the development of appropriate clinical practices. Frequency of Course Offering: Annual Continuing Education Credit Offered? Yes Number: 26 For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Detailed student records Self pacing Group training Test Security On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach Lecture / Text Learning to Mastery Live Presenters (quest speakers) Practice / drill Structured Review Self study Demonstration Feedback on performance Exhibit Remediation **Guided Discussion** Group activities/collaborative tasks Simulation (roll play, in-basket) Problem solving exercises **Testing Types** Objective knowledge tests Performance test hardware Essav Oral testing Performance test - "paper" No testing/Student course eval Performance test - hardware **Graphics** 3D animation 2D graphics still 3D graphics still 2D interactive animation 2D animation 3D interactive animation Pre recorded video /films Communications Open Discussion Audio Question and answer opportunities Indirect discourse Assigned reading

Course Technology Match Table

Course Patient Administration Symposium	Technologies						
Administrative Requirements	Check	СВТ	WEB	VIT			
Self pacing							
Group training							
On-demand availability				WA 630 (1/8)			
Open entry / open exit				4			
Detailed student records				ng pagalakan na ma			
Test Security		in market to the state of					
Multiple test forms			-				
Training / Instruction Approach	WATER.						
Lecture / Text	1						
Live Presenters (guest speakers)							
Self study							
Demonstration							
Exhibit							
Guided Discussion							
Simulation – knowledge based					<u> </u>		
Simulation - hardware							
Problem solving exercises	 						
Learning to Mastery							
Practice / drill				AND THE RESERVE			
Structured Review	-						
Feedback on performance	1					-	
Remediation				5			
Group activities/collaborative tasks	<u> </u>					 	
Testing Types		Alexander San	1.5 %				
Objective knowledge tests	3488-	· 3887 · · · **97; ·		1.0.00000000000000000000000000000000000	l		
Essay							
Performance test –"paper" exercise				100			
Performance test – hardware simulation							
Performance test – hardware				1			
Oral testing		317					
No testing/Student course evaluation							
Graphics							
2D graphics still	<u> </u>	I		C. 1654 1967 I	I	T	
3D graphics still	-			ļ			
2D animation	-						
3D animation	-						
2D interactive animation						-	
3D interactive animation	 			11			
Pre recorded video /films							
	1	l Marking System Care	<u>.</u>	L		AN 700 21	
Communications		I			Y	T	
Audio	ļ					ļ	
Indirect discourse						ļ	
Assigned reading							
Open Discussion		process of the second					
Question and answer opportunities		3				1	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Course Name: Patient Administration Symposium	Course	lumber: A	J-+ 10				
Asynchronous Course	WEB Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements	Çerik Xayı	C 222 C 22360	7. Marie 1995	(Ny Special const			
Self pacing	2× 02.23 m(39)320	>>>>>>	>>>>>>	>>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>			
Detailed student records		>>>>>>	>>>>>>	>>>>>>			
Test Security		>>>>>>	>>>>>>	>>>>>>			
Multiple test forms			>>>>>>	>>>>>>			
Training / Instruction Approach	- 10 M	Name - Age					
Lecture / Text	1	>>>>>>	>>>>>	>>>>>>			
Live Presenters (guest speakers)							
Self study		>>>>>>	>>>>>>	>>>>>>			
Demonstration			>>>>>	>>>>>>			
Exhibit	Marie Control of the		>>>>>	>>>>>>			
Guided Discussion	Ĭ,						
Simulation – knowledge based	· San	1-3	>>>>>>	>>>>>>			
Simulation - hardware	-						
Problem solving exercises	all the second		>>>>>>	>>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>>			
Structured Review	_			>>>>>>			
Feedback on performance	discount of the state of		>>>>>>	>>>>>>			
Remediation	<u>.</u>		>>>>>>	>>>>>>			
Group activities/collaborative tasks							
Testing Types	104,5500-1886.		NAMES ELYPTICAL	20 E 645 (82)			
Objective knowledge tests	T The state of the	>>>>>	>>>>>	>>>>>>			
Essay Performance test –"paper" exercise	For any house of the grant		>>>>>>	>>>>>>			
Performance test – paper exercise Performance test – hardware simulation			***************************************				
Performance test – hardware simulation							
	1.8						
Oral testing		>>>>>>		>>>>>>			
No testing/Student course evaluation	J	7777777	>>>>>>	,,,,,,,,			
Graphics		I cocooo					
2D graphics still	1	>>>>>	>>>>>>	>>>>>>			
3D graphics still	.10. 57 .			>>>>>>			
2D animation	-		>>>>>>	>>>>>>			
3D animation	1 1			>>>>>>			
2D interactive animation				>>>>>>			
3D interactive animation	1						
Pre recorded video /films		87.44. 17 13 H-18652-	>>>>>	>>>>>			
Control of the Contro			Lassassas				
Audio		>>>>>>	>>>>>>	>>>>>			
Indirect discourse							
Assigned reading		>>>>>>	>>>>>>	>>>>>			
Open Discussion	Jan. 2. 10		e summer and end				
Question and answer opportunities	A CONTRACTOR						

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Course Name: Patient Administration Symposium		lumber: A					
Asynchronous Course	Computer Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements				. 1000			
Self pacing		>>>>>>	>>>>>>	>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>			
Detailed student records							
Test Security	4						
Multiple test forms	£ 50%		>>>>>>	>>>>>			
Training / Instruction Approach							
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>			
Live Presenters (guest speakers)		1					
Self study		>>>>>>	>>>>>>	>>>>>			
Demonstration			>>>>>>	>>>>>			
Exhibit	e sarannamen		>>>>>>	>>>>>			
Guided Discussion	1 31						
Simulation – knowledge based			>>>>>>	>>>>>			
Simulation - hardware	***						
Problem solving exercises		>>>>>>	>>>>>>	>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>			
Practice / drill	1	>>>>>>	>>>>>>	>>>>>			
Structured Review			>>>>>>	>>>>>			
Feedback on performance		>>>>>>	>>>>>>	>>>>>			
Remediation			>>>>>>	>>>>>			
Group activities/collaborative tasks	he a statisticity			97.00			
Testing Types			957 - ES				
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>			
Essay							
Performance test "paper" exercise	Control of the		>>>>>>	>>>>>			
Performance test – hardware simulation	-			>>>>>			
Performance test – hardware							
Oral testing							
No testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>			
Graphics				1 35.50.7027755			
2D graphics still	T	>>>>>	>>>>>	>>>>>			
3D graphics still			>>>>>>	>>>>>			
2D animation	to a many		>>>>>>	>>>>>			
3D animation	st.			>>>>>			
2D interactive animation	£"			>>>>>			
3D interactive animation	3 200 1 2 1						
Pre recorded video /films	- Ad		>>>>>>	>>>>>			
Communications		\$250 T		Salar A			
Audio	21 (S.) () () () () ()	>>>>>	>>>>>	>>>>>			
, 100.0							
Indirect discourse							
Indirect discourse		>>>>>>	2222222	>>>>			
Indirect discourse Assigned reading Open Discussion		>>>>>>	>>>>>>	>>>>>			

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Patient Administration Symposium Media: Web Based Level: 2 Implementation Analysis Design Development Sums 1 Percentage of Time Spent by Task Type 0.40 0.20 0.25 by Level 2 Multiply line 1 by average * hours 80.00 40.00 50.00 30.00 3 Average hrs. per phase 0.30 4 Adjustments ** for hours per phase. Use 0.30 0.50 0.80 1. for added time and ._ for less time 5 Adjusted hrs. per phase. Multiply line 3 24.00 20.00 40.00 9.00 by line 4 Total Labor Hours - sum across line 5 93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Patient Administration Symposium Media: CBT Multimedia Level: 2 Analysis Design Development Implementation Sums 1 Percentage of Time Spent by Task Type 0.40 0.20 0.25 0.15 by Level 2 Multiply line 1 by average * hours 3 Average hrs. per phase 80.00 40.00 50.00 30.00 4 Adjustments ** for hours per phase. Use 0.30 0.50 0.80 0.30 1. for added time and ._ for less time 5 Adjusted hrs. per phase. Multiply line 3 24.00 20.00 40.00 9.00 by line 4 Total Labor Hours - sum across line 5 93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

erann.	Course Cost Estimation Worksheet: Web Based Training		· · · · · · · · · · · · · · · · · · ·
Cou	rse Name: Patient Administration Symposium Course Number: A0416		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	\$50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	\$4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	23
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	16.1
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	\$74,865.00
	Do not use lines 7 to 12 for any costs that are to be shared.		
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	\$0.00
13	Total Cost - Add lines 6 and 12.	\$	\$74,865.00
14	Number of potential students.	\$	150
15	Average Cost Per Student Divide line 13 by line 14	\$	\$499.10
******		7.4	

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Computer Based Training		
Со	urse Name: Patient Administration Symposium Course Number: Patient Administration Symposium		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	\$50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	\$4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	23
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	16.1
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	\$74,865.00
	Do not use lines 7 to 12 for any costs that are to be shared.		
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	\$0.00
13	Total Cost - Add lines 6 and 12.	\$	\$74,865.00
14	Number of potential students.	\$	150
15	Average Cost Per Student Divide line 13 by line 14	\$	\$499.10

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Patient Administra	ation Sympo	osium	Course N	umber: A04	416
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT		Х			
CBT					
VTT	Low		High		
Other					
Cost Factors		Values		Source	
l. Labor Hours Year 1		2,069			chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		2,069		1	
3. Labor Hours Year 3		2,069		1	
Labor Hours Year 4		2,069		1	
5. Labor Hours Year 5		2,069		1	
i. Subtotal		10,346			
7. Average Labor Cost per hour		\$50			
B. Total labor cost over a 5 year p Multiply line 7 by line 6.	period.	\$517,313			
Additional Development Cost	s By Year				
O. Cost year 1		\$0		Data to Su	pport Cost Analysis Worksheet
I0. Cost year 2		\$0			
11. Cost year 3		\$0		:	
2. Cost year 4		\$0			
3. Cost year 5		\$0			
 Total additional costs. Sum I and enter on line 14 	ines 9 to 13	\$0			
 Total Course Cost. Add lines and enter on line 15. 	\$517,313				
 Average cost over 5 years. It by 5 and enter on line 16. 	\$103,463				
17. Potential students year 1.	150		From Coul	rse Information Summary Sheet	
18. Total potential students year (multiply line 17 by 5 and enter or	750				
 Average cost per student yea Divide line 15 by line 18 and enter 18) 	\$690		Round up	to the nearest whole dollar.	

Health Facility Life Cycle Acquisition Conversion Analysis

JOINT HEALTH FACILITY LIFE CYCLE ACQUISITION

Course Purpose:

To provide a Tri-Service interactive forum where individuals involved in Facilities Management can inform each other of processes and changes in the professional environment, improve current operations by defining and refining all aspects of our facility life cycle management functions, and play a determining role in the future by establishing a truly collaborative Tri-service work environment.

Course Content Stability:

Low to Moderate

While some items are static, the information changes concerning new processes and methods. Reported rates of change varied from 10% to 85% depending on which of seven tracks a student was assigned.

General Presentation Style:

Interactive/Collaborative

The course was primarily small group discussion and problem solving exercises. Approximately 25% of information was delivered to the group in a lecture format.

Instructional Aids:

The majority of the speakers used Power Point slides or a 35mm slide projector to support their presentations. Flip Charts were used throughout to present small group findings to the larger audience.

Hands-on Activities:

None

Degree of Instructional Interaction:

The format of this course emphasized student interaction, so that participants provided the majority of the instruction and reinforcement to each other.

Relevant Instructional Value:

High

This course provided a unique environment for instruction. Student interaction took place in a highly structured format, with each student participating in a particular curriculum based on personal requests.

Recommendation:

Partial Conversion: Convert Newcomers' Orientation to Web Based Training

The heavy emphasis on student interaction and problem solving exercises in this course makes it, as a whole, a poor candidate for a distance learning medium. However one portion of the course seems appropriate for Web Based Training. The Newcomers' Orientation is a distinct and separate section designed to provide an overview of each phase of the health facilities life cycle process. It is divided into several blocks of instruction that focus on each phase of the process. Its' primary purpose is to provide an understanding of the overall process. Students are pre-selected to attend the Newcomers' Orientation. Each is a newcomer to the Health Facility Planning Process, or a person who may have some experience but has not attended the course. By placing this course on the Web new personnel assigned to Health Facility Planning, regardless of service, will be able to take the course immediately, rather than having to wait for the next conference. While the cost of the course is relatively high, the benefits to the service may outweigh the cost of conversion.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Health Facility Life Acquisition: Newcomers' Orientati	Cycle			Number:	A0421			
-				·				
1. Instructional goals of the medical facility life cycle process	ourse: To p	rovide parl	icipar	nts with ar	Overview	of each al		Ala a
medical facility life cycle process.			Пограг	no with a	OVEIVIEW	or each pr	iase or	tne
2 Frequency of course offering		"						
 Frequency of course offering Current length of course in h 	per year:	# 1					Yes	No
4. Number of hours to be conve	ours	# 20		Convert			Х	
 Number of registered studen 	ertea	# 20	8.	Enhance	?			X
Number of potential students	IS	# 30						
could benefit from the course	tnat	# 50						
could benefit from the course	;	# 50						
9. If item 8 = Yes, Specify								
Technology	Level 1	Level	2 1	evel 3	Level 4			
WBT		X			Level 4			
CBT		 	_					
VTT	Low		-	ligh		-		
Other			+	11911		+		
								
Labor Hours Estimation Metho	od: Short X	Long	Sı	nchron	ous			
40 T 1 10 13	С	ost Data				·		
10. Total Cost Year One				\$ 65	100			
11. Total Cost Year Two					\$ 32,550			
12. Total Cost Year Three13. Total Cost Year Four					\$ 32,550			
14. Total Cost Year Four					\$ 32.550			
	5.11	4.5			\$ 32,550			
15. Total costs year 1 to 5 (St	im of lines 1	0 throug	h 14	\$ 19	5,300			
16. Average cost, years 1 to 5 (c	divido volvo :	m lima 45						
17. Total potential students over	aivide value i	n line 15	by 5) \$ 39,	\$ 39,060			
(multiply the number of pote	a live year p	period.	ah a					
by 5.)	iliai students	s (item 6 a	ADOVE	*) # 25	0			
18. Average cost per potential	student ove	er 5 vear		# 25	0			
period.				1				
(divide the value in line 15 by the value in				\$ 782)			
Addit	ional Hardw	/are/Soft	vare	Require	đ			
tem:				Cost	per unit	Total C	ost	
Proposed Enhancement(s)								
Toposeu Emiancement(s)	Cost							
	\$							
	\$							
	\$							
Total Enhancement Costs								
Total Enhancement Costs	\$							

Instructional Formats and Physical Training Requirements
Course Name: Course Number: Course Name: Health Facility Life Cycle Acquisition Newcomers' Orientation Track A0421

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
70%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	•
2.5%	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
5%	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
10%	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	3
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
12.5%	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Note: Demonstration and Shop Activities are paper or computer based and can be simulated or performed through Web Based Training

Course Information Summary Sheet

Course Name: Health Facility Life Cycle A	Acquisition:	Newcomers' Orientation Track	
Course Number: A0421			
Length of course - number of hours	of instruc	tion: 20	
Number of Registered Students: 30			
	ıld banafi	t from this sources 50	
Number of potential students that cou			
Instructional goals of the course: To medical facility life cycle process.	provide pa	articipants with an overview of each pha	se of the
Frequency of Course Offering: Once	a year		
Continuing Education Credit Offered	? No	Number: N/A	
- Community Lucianism Community Comm	,,,,,		
For each item listed, check ✓ row	marked	"Check" if observed or document	ed.
Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			100
Lecture / Text	X	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	X
Self study		Structured Review	
Demonstration	X	Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises	Х		
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test –"paper"		No testing/Student course eval	X
Performance test – hardware			-
Graphics			
2D graphics still	X	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	Х
Communications			
Audio		Open Discussion	
Indirect discourse		Question and answer opportunities	
Assigned reading			

4. Course Technology Match Table

(Name) Health Facility Life Cycle Acquisition Newcomers' Orientation Track			Technologies						
Administrative Requirements Check			CBT WBT VTT						
Self pacing	70 mm 2 mm	1	# Fr JT States	303 marine 100 mm.		agayaya (ASS)			
Group training									
On-demand availability									
Open entry / open exit				5					
Detailed student records				1 .1					
Test Security	+	- 1-30 April				-			
Multiple test forms						-			
Training / Instruction Approach	1000/2720		2500	757-124		1232973			
Lecture / Text	X	<u> </u>	1.20	SHICE WAS					
Live Presenters (guest speakers)	^					ļ			
Self study									
Demonstration	X								
Exhibit	 ^					-			
Guided Discussion	-					ļ			
Simulation – knowledge based									
Simulation - hardware						-			
Problem solving exercises	V								
Learning to Mastery	Х					-			
Practice / drill	-			, 20° w		ļ			
Structured Review	X			9.0° 3.0°					
Feedback on performance		-				ļ			
Remediation									
Group activities/collaborative tasks									
	1		- 13@a.1170@1			\$			
Testing Types Objective knowledge tests	giga Salas II	- 20° .	13 47 A.		1	7			
Essay	-								
Performance test –"paper" exercise				p.0.20		-			
Performance test – paper exercise Performance test – hardware simulation									
Performance test – hardware									
Oral testing		V1. pr.							
No testing/Student course evaluation	X			-					
Graphics				1	1 :	Carter II			
2D graphics still	X	1	Partie Siz	<u>.</u> 1	I	(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)			
3D graphics still	^								
2D animation	-					-			
3D animation									
2D interactive animation									
3D interactive animation				n ganger Na sana ka sala					
Pre recorded video /films	X								
	N 19875.45		l Salat Salat	 	l 1: 3: 3km T v s	ļ			
Audio	- Mariantak	1. (A. 1975) 21 J. 1977.	27 13		CARTINATE				
Indirect discourse									
Assigned reading	-								
Open Discussion	-								
Question and answer opportunities	-	5 25							
Question and answer opportunities					l Valua	L			

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Acquisition: Newcomers' Orientation Track	1.0	IFD 5	17				
Asynchronous Course	WEB Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements				12 1 .			
Self pacing		>>>>>>	>>>>>>	>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>			
Detailed student records		>>>>>>	>>>>>>	>>>>>			
Test Security		>>>>>>	>>>>>>	>>>>>			
Multiple test forms			>>>>>	>>>>>			
Training / Instruction Approach	9, 200		ad Shiringan	v. 31 2 3 3 3 4			
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>			
Live Presenters (guest speakers)							
Self study		>>>>>>	>>>>>>	>>>>>			
Demonstration		Х	>>>>>>	>>>>>			
Exhibit	e 3		>>>>>>	>>>>>			
Guided Discussion	870°		1.				
Simulation – knowledge based	t d		>>>>>>	>>>>>			
Simulation - hardware	A						
Problem solving exercises	1	Χ	>>>>>>	>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>			
Structured Review				>>>>>			
Feedback on performance	F** **********************************		>>>>>	>>>>>			
Remediation			>>>>>>	>>>>>			
Group activities/collaborative tasks	1, 32						
Testing Types			y a single of the single of th	n sitta okupa oli			
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>>			
Essay							
Performance test –"paper" exercise	* Tonteticheb., or f		>>>>>>	>>>>>			
Performance test – hardware simulation							
Performance test – hardware	(7						
Oral testing	1,5.						
No testing/Student course evaluation		>>>>>>	>>>>>	>>>>>			
Graphics							
2D graphics still	X	>>>>>	>>>>>>	>>>>>			
3D graphics still	^		>>>>>>	>>>>>			
2D animation			>>>>>>	>>>>>			
3D animation				>>>>>			
2D interactive animation				>>>>>			
3D interactive animation	i S						
Pre recorded video /films		Х	>>>>>>	>>>>>			
Communications							
Audio		>>>>>	>>>>>>	>>>>>			
Indirect discourse							
		*******	******				
Assigned reading		>>>>>>	>>>>>>	>>>>>			
Open Discussion Question and answer opportunities	**						

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Course Name: Health Facility Life Cycle Acquisition: Newcomers' Orientation Track	Course Number: A0421				
Asynchronous Course	Computer Based Training				
Interactivity Factors	Level 1	Level 2	Level 3	Level 4	
Administrative Requirements					
Self pacing		>>>>>>	>>>>>>	>>>>>>	
Group training					
On-demand availability		>>>>>>	>>>>>>	>>>>>>	
Open entry / open exit		>>>>>>	>>>>>>	>>>>>	
Detailed student records					
Test Security	· · · · · · · · · · · · · · · · · · ·				
Multiple test forms	. y. f to		>>>>>>	>>>>>	
Training / Instruction Approach					
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>	
Live Presenters (guest speakers)		J			
Self study		>>>>>>	>>>>>>	>>>>>	
Demonstration		X	>>>>>>	>>>>>	
Exhibit	,3.1.1.1.1.1.1.1.1.1.1.1.1.7 (c		>>>>>>	>>>>>	
Guided Discussion	i i				
Simulation – knowledge based	T.		>>>>>>	>>>>>	
Simulation - hardware	pris.				
Problem solving exercises	Х	>>>>>>	>>>>>>	>>>>>	
Learning to Mastery		>>>>>>	>>>>>>	>>>>>	
Practice / drill	X	>>>>>>	>>>>>>	>>>>>	
Structured Review	^		>>>>>>	>>>>>	
Feedback on performance		>>>>>>	>>>>>>	>>>>>	
Remediation			>>>>>>	>>>>>	
Group activities/collaborative tasks	part our executives.				
Testing Types	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Objective knowledge tests		>>>>>	>>>>>	>>>>>	
		*************	***********	*******	
Essay	794°		>>>>>>	*****	
Performance test –"paper" exercise			*************	>>>>>	
Performance test – hardware simulation	ė,			>>>>>	
Performance test – hardware	2,1				
Oral testing		1			
No testing/Student course evaluation	X	>>>>>	>>>>>>	>>>>>	
Graphics					
2D graphics still	Х	>>>>>>	>>>>>>	>>>>>	
3D graphics still	Mark Control States a		>>>>>>	>>>>>	
2D animation	5	(>>>>>	>>>>>	
3D animation				>>>>>	
2D interactive animation	5 (1)			>>>>>	
3D interactive animation					
Pre recorded video /films		Х	>>>>>>	>>>>>	
Communications		value - Marie - 1993			
Audio		>>>>>>	>>>>>>	>>>>>	
Indirect discourse					
Assigned reading		>>>>>>	>>>>>>	>>>>>	
Open Discussion	proposition and a super-	of stage temperature	per Jug Bara Ki	A grown arman	
Question and answer opportunities					

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	of Worksheet. Deve			4 III BII				
	ort Worksheet: Refined							
Course Name: Health Facility Life Cycle Acquisition: Newcomers' Orientation Track								
Media: Web Based Training Level: 2								
		Analysis	Design	Development	Implementation	Sums		
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	10 May 1		
2	Multiply line 1 by average * hours200							
3	Average hrs. per phase. Multiply line 1 by line 2	80	40	50	30			
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3			
5	Adjusted hrs. per phase. Multiply line 3 by line 4	24	20	40	9			
	Total Labor Hours - sum across line 5					93		

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Health Facility Life Cycle Acquisition: Newcomers' Orientation Track							
	Media: Computer Based Training Level: 2							
		Analysis	Design	Development	Implementation	Sums		
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15			
2	Multiply line 1 by average * hours200				The Control of the Co			
3	Average hrs. per phase	80	40	50	30			
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	5.		
5	Adjusted hrs. per phase. Multiply line 3 by line 4	24	20	40	9			
	Total Labor Hours - sum across line 5					93		

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimate Works	7 10 W 10	\$399999
Cou i Acqui	rse Name: Health Facility Life Cycle sition: Newcomers' Orientation Track	ourse Number: A	.0421
1	Write the sum from Refined Estimate estimated number of hrs. per hr. of in	•	Hrs. 93
2	Average hourly labor cost in dollars		\$ 50
3	lultiple line 1 by line 2 and put the results on line 3.		\$ 4650
4	Actual number of classroom equivalent hours to be converted or developed.		Hrs. 20
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5		Hrs. 14
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by line 3 conversion to asynchronous delivery. on line 6.	ine 4 if not a	\$ 65,100
	Do not use lines 7 to 12 for any	osts that are to	be shared.
7	Infrastructure Costs		\$
7	Infrastructure Costs Recurring Costs		\$
8	Recurring Costs		\$
8	Recurring Costs Delivery Labor Costs		\$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$ \$
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$ \$
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	e 13 by line 14	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$

Course Cost Estimation Worksheet

P	Course Cost Estimate Works	heet: Computer Ba	sed Training
	rse Name: Health Facility Life Cycle sition: Newcomers' Orientation Track	Course Number: /	A0421
1	Write the sum from Refined Estimated number of hrs. per hr. of	•	Hrs. 93
2	Average hourly labor cost in dollars		\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 4650
4	Actual number of classroom equiva- converted or developed.	alent hours to be	Hrs. 20
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5		Hrs. 14
6	Multiply line 3 by line 5 if a conver asynchronous delivery OR line 3 b conversion to asynchronous delive on line 6.	y line 4 if not a	\$ 65,100
	Do not use lines 7 to 12 for an	y costs that are to	be shared.
7	Infrastructure Costs		\$
8	Decuming Costs		
	Recurring Costs		\$
9	Delivery Labor Costs		\$
9			
	Delivery Labor Costs		\$
10	Delivery Labor Costs Travel Costs		\$
10	Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
10 11 12	Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$
10 11 12 13	Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$ \$ \$65,100

Separate worksheets are needed for each technology. Follow the instructions given on the worksheet.

Cost Estimate for a Single Course Over a Five Year Period

Cost Estimate for a Single Course Name: Health Facility Life Acquisition: Newcomers' Orientation	e Cycle	er a rive		r Period ourse Numb	er: A0421	
Technology Selected	Level '	1 Level	2	Level 3	Level 4	
WBT		X				,
CBT						
VTT	Low			High		
Other						
		•				
Cost Factors		Values	3		Soi	urce
Labor hours year 1		1302				
2. Labor hours year 2		651			echnology N	
Labor hours year 3		651		Technolo	gy Interactiv	ity Factors Table
4. Labor hours year 4		651				
5. Labor hours year 5		651				
6. Subtotal		3906				
Average labor cost		\$ 50				
8. Total labor Cost over 5 yr. pe	eriod.	\$ 195,300				
Multiply line 6 by line 7						
Additional Development/ Deliv			ar			
9. Cost year 1		\$ -0-		Data to S	upport Cost	Analysis Worksheet
10. Cost year 2		\$ - 0-				
11. Cost year 3		\$ -0-				
12. Cost year 4		\$ -0-				
13. Cost year 5		\$ -0-				
 Total Additional Costs . Sum lines 9 to 13 and enter of line 14 	on S	\$ -0-				
15. Total Course Cost. Add lines 8 and 14 and enter line 15	on	\$ 195,300				
 Average cost over 5 years. Divide line 15 by 5 and enter line 16. 	on s	\$ 39,060				
17. Potential students year 1		50		From Cou	ırse Informa	tion Summary Sheet
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)		250				
 Average cost per student yr (divide line 15 by line 18 enter on line 19) 		\$ 782		Round up	to the near	est whole dollar

AMEDD Worldwide Personnel Management Course Conversion Analysis

1998 AMEDD Worldwide Personnel Mgmt. Course

Course Purpose:

To provide current information regarding personnel policies and instruction in fundamental personnel management technical skills, as well as to accentuate peacetime responsibilities of the unit human resource manager.

Course Content Stability:

Low

Course content constantly changes to reflect automation and innovation changes in the work environment.

General Presentation Style:

Lecture

This course could best be described as a "conference". That is, the information was delivered using a lecture format as the primary vehicle in which one instructor presented information to many learners. There were two panel discussions and three seminars as part of the breakout sessions.

Instructional Aids:

Overheads and PowerPoint slides.

Hands-on Activities:

None

Degree of Instructional Interaction:

Question/Answer periods accompanied the lectures and panel discussion. Informational exchanges took place during the seminar.

Relevant Instructional Value:

Moderate

This course provides a significant amount of information, but with a goal of making the listeners familiar with the topic. Should the students wish to apply any of the information that was provided, it is doubtful that this could be accomplished without doing some follow-up work.

Recommendation:

Convert to Web Based Training

This course is an informational exchange that could effectively be delivered by any distance learning format that supported "one-to-many" communications and allowed for visual aides. The most cost effective mode, and the one recommended is Level 1 Web Based Training. This requires eliminating the panel discussions and the three seminars from conversion. These sessions, which made up less than 9% of the sessions, were neither mandatory nor attended by all participants.

While the students had the opportunity to ask questions after most presentations, the questions, overall, focused on clarification. This type of interaction can be easily handled through Web, or Computer Based Training.

Given the large numbers of presenters and the number of contact hours involved (54), VTT proved to be significantly less cost effective (\$518 per student) as compared to Web Based Training ((\$298 per student).

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: AMEDD Worldwide Po	ersonnel		Cours A0423		ber:				
Mgmt. Course			A0423						
1. Instructional goals of the cou Instruction in fundamental personnel mesponsibilities of the unit Human Resonant	nanageme	nt ted	chnical s						
0 5		h:-		I				Vaa	No
2. Frequency of course offering po			nnual	7 /	2001	with DIO		Yes	No
3. Current length of course in hour		# 6			Conve Enhar	ert to DL?			X
4. Number of hours to be converte	eu .	# 3		0. 1	Chilar	ice?			
5. Number of registered students	ot	# 3	00						
Number of potential students the could benefit from the course	al	# 3	00						
could belieff from the course		# 5	00	<u> </u>					l
9. If item 8 = Yes, Specify									
Technology	Level 1	Le	evel 2	Lev	el 3	Level 4			
WBT	X	+=							
CBT									
VIT	Low			High)				
Other									
				·					
Labor Hours Estimation Method :	: Short _	X_ L	.ong	Sync	hron	ous			
		2 4	D-4-						
40. Total Cont Vons One		Jost	Data		00.00	200			
10. Total Cost Year One11. Total Cost Year Two						,300 ,300			
12. Total Cost Year Three						,300			
13. Total Cost Year Four						,300			
!4. Total Cost Year Five						,300			
15. Total costs year 1 to 5 (Sum	of lines	10 t	hrough	14)		6,500			
70. Total costs year 1 to 0 (our	or mico	,,,,	oug	••,	V	0,000			
16. Average cost, years 1 to 5 (div	ide value	in lii	ne 15 by	(5)	\$ 89	,300			
17. Total potential students over a									
(multiply the number of potenti	ial studen	its (it	em 6 at	ove)					
by 5.)					# 1,	500			
18. Average cost per potential s	tudent o	ver t	5 year						
period.			47)						
(divide the value in line 15 by t	the value	ın lır	ne 1/)		\$ 29	8			
A daliti	mal Uard		- IC - 64	ara D		a al			
The state of the s	nal Hard	ıwarı	ersonw	are K		t per unit	Total	Cost	
Item:					CUS	t per unit	Total	CUST	
Description of Eulerican and (a)	Coot								
Proposed Enhancement(s)	Cost								
	\$								
	\$								
Total Enhancement Costs	\$								
Total Enhancement Costs	\$								
177 - 178 -			44		7.5			1.0	

Instructional Formats and Physical Training Requirements

Course Nan AMEDD Wo	ne: rldwide Personnel	Mgmt. Course	Course Number: A0423	
% of Course Using this Instructional Format	Format		Description	Physical Presence Required?
92%	Lecture with questions/answer opportunities	A speaker/speakers presen may ask questions regardin	nt verbal information to an audience. The audience g that information.	No
4%	Panel Discussion		elected for their expertise or experience in a given in front of students. Students may ask questions ented.	No
	Poster Session		ents material in a poster format. Students may read d, and ask questions about the material.	No
5%	Small Group Discussion	Small groups of students (2	~5) discuss an assigned topic.	3
	Group Discussion	A larger group discusses a emphasis on student partici	an issue – usually led by a facilitator – with heavy pation.	?
A Park Asia Asia Asia Asia Asia Asia Asia Asia Asia Asia Asia	Demonstration	Students observe the applic participating themselves.	cation of knowledge. In this case, students are not	in the second se
	Student Verbal Presentations	Students present verbal info	ormation to the larger group.	?
	Student Procedural Presentations	Students present procedura	il information to the larger group.	?
	Field Trip		nally relevant site to observe activities or meet with rmation in an applied setting.	?
e Lagarita e A	Shop Activity	Hands-on technical tasks/pr	rocedures.	?
***************************************	Lab Activity	Hands-on laboratory tasks/p	procedures.	?

Note: The following instructional approaches will not be used for determining the Distance Learning Technology, Level of Interactivity, or Cost.

- Panel Discussions made up less than 4% of the course and were not mandatory.
- Seminars (small group discussions) made up less than 5% of the course and were not mandatory.

Course Information Summary Sheet

Course Name: AMEDD Worldwide Personnel Mgmt, Course Course Number: A0423 Length of course - number of hours of instruction: 62 Number of Registered Students: 300 Number of potential students that could benefit from this course: 300 Instructional goals of the course: Provide current information regarding personnel policies and Instruction in fundamental personnel management technical skills, as well as accentuate the peacetime responsibilities of the unit Human Resource Managers. Frequency of Course Offering: Biannual Continuing Education Credit Offered? No Number: N/A For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Detailed student records Self pacing Group training Test Security On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach X Lecture / Text Learning to Mastery Live Presenters (guest speakers) Practice / drill Structured Review Self study Demonstration Feedback on performance Exhibit Remediation **Guided Discussion** Group activities/collaborative tasks Simulation (roll play, in-basket) Problem solving exercises **Testing Types** Objective knowledge tests Performance test hardware Oral testing Essav Performance test -"paper" No testing/Student course eval. X Performance test - hardware Graphics 3D animation 2D graphics still X 3D graphics still 2D interactive animation 2D animation 3D interactive animation Pre recorded video /films Communications Audio Open Discussion Question and answer Indirect discourse Assigned reading Mary Hall

4. Course Technology Match Table

Course (Name) AMEDD Worldwide Personnel Mgmt. Co	ourse	Technologies					
Administrative Requirements	Check	CBT	WBT	VTT			
Self pacing	28. 28	de metacembal		SCHOOL STATE OF THE STATE OF TH		350000 0500	
Group training							
On-demand availability							
Open entry / open exit							
Detailed student records						ļ	
Test Security		and the little					
Multiple test forms							
Training / Instruction Approach		5. 1. 3.400	1374		1923 (Arrest	ASKAL.	
Lecture / Text	X	transfer f	and the state of t			9016 140 4	
Live Presenters (guest speakers)							
Self study						-	
Demonstration							
Exhibit							
Guided Discussion							
Simulation – knowledge based	-						
Simulation - knowledge based Simulation - hardware							
					1		
Problem solving exercises							
Learning to Mastery Practice / drill	ļ						
	ļ						
Structured Review						ļ	
Feedback on performance						ļ	
Remediation						ļ	
Group activities/collaborative tasks						<u> </u>	
Testing Types) Program			
Objective knowledge tests							
Essay				4.86.9		ļ	
Performance test –"paper" exercise							
Performance test – hardware simulation							
Performance test – hardware		- etime a Selectoria					
Oral testing							
No testing/Student course evaluation	X		N. N. A. M. A. T.	00/80/00/15 + EALA" E	1	<u> </u>	
Graphics and a second s					(A)	Karlilla (A	
2D graphics still	X				ļ		
3D graphics still							
2D animation							
3D animation							
2D interactive animation				yearner dos.uhn			
3D interactive animation							
Pre recorded video /films							
Communications		Year and	74	361			
Audio							
Indirect discourse							
Assigned reading							
Open Discussion							
Question and answer opportunities		6778 614					

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: AMEDD Worldwide Personnel Mgmt. Course	Course N A0423	umber:				
Asynchronous Course	WEB Based Training					
Interactivity Factors	Level 1	Level 2	Level 3	Level 4		
Administrative Requirements	2 . Š					
Self pacing	***	>>>>>>	>>>>>>	>>>>>		
Group training						
On-demand availability		>>>>>>	>>>>>>	>>>>>		
Open entry / open exit		>>>>>>	>>>>>	>>>>>>		
Detailed student records		>>>>>	>>>>>>	>>>>>		
Test Security		>>>>>>	>>>>>>	>>>>>		
Multiple test forms			>>>>>>	>>>>>		
Training / Instruction Approach	S. Stanton			100000000000000000000000000000000000000		
Lecture / Text	X	>>>>>>	>>>>>	>>>>>		
Live Presenters (guest speakers)						
Self study		>>>>>>	>>>>>>	>>>>>		
Demonstration			>>>>>>	>>>>>		
Exhibit	The second of the second		>>>>>>	>>>>>		
Guided Discussion						
Simulation – knowledge based	- 1 - 1		>>>>>>	>>>>>		
Simulation - hardware						
Problem solving exercises			>>>>>>	>>>>>>		
Learning to Mastery		>>>>>>	>>>>>>	>>>>>		
Practice / drill		>>>>>>	>>>>>>	>>>>>		
Structured Review		,,,,,,,,		>>>>>		
Feedback on performance	N.F. semmes 12.0		>>>>>	>>>>>		
Remediation			>>>>>>	>>>>>		
Group activities/collaborative tasks						
	A Chille Confidence of					
Testing Types Objective knowledge tests		>>>>>	>>>>>	>>>>>>		
Essay Essay		**********	,,,,,,,,	,,,,,,,		
Performance test –"paper" exercise	Fr.		>>>>>>	>>>>>		
Performance test – paper exercise Performance test – hardware simulation	* 1		,,,,,,,,			
Performance test – hardware						
Oral testing No testing/Student course evaluation	V	>>>>>>	>>>>>>			
Graphics	X		*********	>>>>>		
2D graphics still		>>>>>	I	T		
	X		>>>>>>	>>>>>		
3D graphics still 2D animation	por Inn					
			>>>>>	>>>>>		
3D animation 2D interactive animation	1 d.			>>>>>		
3D interactive animation	7 1 1000 1000			>>>>>		
	1.0		*******	*****		
Pre recorded video /films	The state of the s	- milko . ***, #5 Shimbaco ess.	>>>>>>	>>>>>		
Communications				T & & & & &		
Audio		>>>>>	>>>>>>	>>>>>		
Indirect discourse						
Assigned reading		>>>>>>	>>>>>>	>>>>>		
Open Discussion	e					
Question and answer opportunities	A11					

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: AMEDD Worldwide Personnel Mgmt. Course	Course N A0423	umber:				
Asynchronous Course	Computer Based Training					
Interactivity Factors	Level 1	Level 2	Level 3	Level 4		
Administrative Requirements	Y court paper V to		NCC COLUMN			
Self pacing		>>>>>>	>>>>>>	>>>>>		
Group training						
On-demand availability		>>>>>>	>>>>>>	>>>>>		
Open entry / open exit		>>>>>>	>>>>>>	>>>>>		
Detailed student records						
Test Security	Examinating the second					
Multiple test forms	alleader tour control		>>>>>>	>>>>>		
Fraining / Instruction Approach		13.13/53/10	78 A. H.			
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>		
Live Presenters (guest speakers)						
Self study		>>>>>>	>>>>>>	>>>>>		
Demonstration			>>>>>>	>>>>>		
Exhibit	\$35, MANHAMINA, \$4.		>>>>>>	>>>>>		
Guided Discussion						
Simulation - knowledge based			>>>>>>	>>>>>		
Simulation - hardware	111					
Problem solving exercises		>>>>>>	>>>>>>	>>>>>		
Learning to Mastery		>>>>>>	>>>>>>	>>>>>		
Practice / drill		>>>>>>	>>>>>>	>>>>>		
Structured Review			>>>>>>	>>>>>		
Feedback on performance		>>>>>>	>>>>>>	>>>>>		
Remediation			>>>>>>	>>>>>>		
Group activities/collaborative tasks						
Testing Types						
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>		
Essay						
Performance test –"paper" exercise	10.000		>>>>>>	>>>>>		
Performance test – hardware simulation	**************************************			>>>>>		
Performance test – hardware	Charles and the second					
Oral testing	P. 194					
No testing/Student course evaluation	Х	>>>>>>	>>>>>>	>>>>>		
3raphics				l		
2D graphics still	X	>>>>>>	>>>>>>	>>>>>		
3D graphics still			>>>>>>	>>>>>		
2D animation	Part in our more e. a		>>>>>>	>>>>>		
3D animation	+ 1			>>>>>		
2D interactive animation	+ 1			>>>>>		
3D interactive animation	ati All All All All All All All All All All					
Pre recorded video /films	1 4		>>>>>>	>>>>>		
Communications	ši asalukalaera	U		28485x		
Audio	dech printing the printing of	>>>>>	>>>>>	>>>>>		
Indirect discourse						
manost disourist		>>>>>>	>>>>>>	>>>>>		
	Section of the last of the las					

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: AMEDD Worldwide Personnel Mgmt. Course	Course Numbe A0423	
Synchronous Course	Video	Teletraining
Interactivity Factors	Level 1 Low	
Administrative Requirements		
Self pacing	A	10.10 (10.00) 10.000 (10.00) 10.000 (10.00)
Group training		>>>>>
On-demand availability		
Open entry / open exit	601 4 10 70 70 70 70 70 70 70 70 70 70 70 70 70	
Detailed student records	e was such that the	
Test Security		>>>>>>
Multiple test forms		>>>>>>
Training / Instruction Approach	The second secon	
Lecture / Text	X	>>>>>
Live Presenters (guest speakers)		>>>>>>
Self study		
Demonstration		>>>>>>
Exhibit		>>>>>>
Guided Discussion		
Simulation – knowledge based		>>>>>
Simulation - knowledge based		,,,,,,,
Problem solving exercises	3.	
Learning to Mastery	- E	
Practice / drill	-	
Structured Review	ę.	
Feedback on performance		
Remediation		
Group activities/collaborative tasks	The second of the second of	
Testing Types		
Objective knowledge tests	a first collections and the special way recommended to the first collection of the special colle	
Essay		
Performance test "paper" exercise		
Performance test – hardware simulation		
Performance test – hardware	Commentered Secretarion	
Oral testing		
No testing/Student course evaluation	X	>>>>>
Graphics		
2D graphics still	X	>>>>>>
3D graphics still		>>>>>>
2D animation		>>>>>
3D animation		>>>>>>
2D interactive animation		
3D interactive animation	Armount Crambon resources and and	The Section Book of the Section of the Common Section of the Secti
Pre recorded video /films		>>>>>>
Communications		
Audio		>>>>>
Indirect discourse		
Assigned reading		>>>>>>
Open Discussion	to program and	
Question and answer opportunities		

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: AMEDD Worldwide Personnel Mgmt. Course Media: Web Based Training Level: 1 Analysis Design Development Implementation Sums Percentage of Time Spent by Task Type .40 .20 .25 .15 by Level Multiply line 1 by 2 average * hours 100 Average hrs. per 40 20 25 15 phase Adjustments ** for hours per phase Use 1._ for added .8 .3 .5 .3 time and ._ for less time Adjusted hrs. per 5 phase. Multiply line 3 12 10 20 4.5 by line 4. Total Labor Hours -47 sum across line 5

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: AMEDD Worldwide Personnel Mgmt. Course Media: Computer Based Training Level: 1 Analysis Design Development Implementation Sums

		Allalysis	Design	Development	implementation	Juliis
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	
2	Multiply line 1 by average * hours100			is comment of		
3	Average hrs. per phase	40	20	25	15	12 +194.1 12 12 14 14 14 14 14 14
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	71 1 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
5	Adjusted hrs. per phase. Multiply line 3 by line 4.	12	10	20	4.5	
	Total Labor Hours - sum across line 5	100		dus.		47

^{*} Average hours per hour of instruction
** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimate Wor	ksheet: Web Based	l Training
	se Name: AMEDD Worldwide nnel Mgmt. Course	Course Number: A0423	
1	Write the sum from Refined Estimated number of hrs. per hr. of		Hrs. 47
2	Average hourly labor cost in dollars	S	\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 2350
4	Actual number of classroom equiva- converted or developed.	alent hours to be	Hrs. 54
5	Compression: If conversion to asynchronous delivery		Hrs. 38
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by conversion to asynchronous deliver on line 6.	y line 4 if not a	\$ 89,300
14.7	Do not use lines 7 to 12 for an	y costs that are to	be shared.
7	Infrastructure Costs		\$
7	Infrastructure Costs Recurring Costs		\$
-			
8	Recurring Costs		\$
8	Recurring Costs Delivery Labor Costs		\$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$ \$ \$ \$89,300

Course Cost Estimation Worksheet

	Course Cost Estimate Worksh	eet: Computer Bas	sed Training
	rse Name: AMEDD Worldwide	Course Number:	
Perso	nnel Mgmt. Course Write the sum from Refined Estimat	A0423	
1	estimated number of hrs. per hr. of i	· · · · · · · · · · · · · · · · · · ·	Hrs. 47
2	Average hourly labor cost in dollars		\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 2350
4	Actual number of classroom equival converted or developed.		Hrs. 54
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5		Hrs. 38
6	Multiply line 3 by line 5 if a convers asynchronous delivery <u>OR</u> line 3 by conversion to asynchronous delivery on line 6.	line 4 if not a	\$ 89,300
	Do not use lines 7 to 12 for any	costs that are to	be shared.
7			
•	Infrastructure Costs		\$
8	Recurring Costs		\$
8	Recurring Costs		\$
8	Recurring Costs Delivery Labor Costs		\$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	ne 13 by line 14	\$ \$ \$ \$ \$ \$89,300

Cost Estimate for a Single Course Over a Five Year Period

Course Name: AMEDD Worldwid Mgmt. Course	le Persor	nnel C	ourse	Numb	er: A0423	
Technology Selected	Level 1	Level 2	Lev	rel 3	Level 4	
WBT	Х					
CBT						
VTT	Low	····	High)		
Other						
Cost Factors		Values			So	urce
Labor hours year 1		1786		76		
2. Labor hours year 2		1786			echnology N	
3. Labor hours year 3		1786	Tea	chnolo	gy Interactiv	rity Factors Table
4. Labor hours year 4		1786				
5. Labor hours year 5		1786				
6. Subtotal		3930				
7. Average labor cost		\$50				
8. Total labor Cost over 5 yr. pe	riod.	446,500				
Multiply line 6 by line 7		•				
Additional Development/ Deliv						
9. Cost year 1		\$ - 0-	Dat	ta to S	Support Cost	Analysis Worksheet
10. Cost year 2		\$ -O-				
11. Cost year 3		\$ - 0-				
12. Cost year 4		\$ - 0-				
13. Cost year 5		\$ - 0-				
14. Total Additional Costs . Sum lines 9 to 13 and enter of line 14	on S	\$ -O-				
 Total Course Cost. Add lines 8 and 14 and enter line 15 	on S	\$ 446,500				
Average cost over 5 years.Divide line 15 by 5 and enter line 16.		\$ 89,300				
17. Potential students year 1		300	Fro	m Co	urse Informa	tion Summary Sheet
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)	•	1500				
 Average cost per student yr. (divide line 15 by line 18 enter on line 19) 		\$ 298	Roi	und up	to the near	est whole dollar

Army Medical Evacuation Conference Conversion Analysis

ARMY MEDICAL EVACUATION COURSE

Course Purpose:

To use the Doctrine, Training, Organization, Leadership, Material format to facilitate an exchange of ideas and help improve the US Army Evacuation System across the operational spectrum.

Course Content Stability:

Moderate

The is a central core of stable information, which is adjusted based on current trends in the AMEDD. In addition, the agenda is adapted based on courses critiques from previous years.

General Presentation Style:

Interactive/Collaborative

The course was structured with three or four lecture sessions each morning which all participants attended as a group, and a "round robin" format in the afternoon with one-hour small group sessions each repeated four times. All individuals attended one iteration of each of the small "working groups". The purpose of this format was to encourage involvement of participants in discussion and problem solving. For many of these sessions, a knowledgeable senior officer was "seeded" in each group to facilitate discussion and, when needed, provide a historical/doctrinal perspective regarding the issue at hand.

Instructional Aids:

The majority (95%) of course instructors used overhead slides or a PowerPoint presentation to assist them. Approximately 50% used handouts to supplement their presentations. There was limited use of video.

Hands-on Activities:

None

Degree of Instructional Interaction:

There was a high degree of active participation in the majority of the general sessions with comments, questions, and suggestions regarding the question at hand. The round robin working groups encouraged involvement of participants in discussion and problem-solving.

Relevant Instructional Value:

High

The topics presented addressed the most current issues in the evacuation field, to include recent doctrinal changes, aircraft modernization, battlefield communications, organizational structure and employment, and a review of final drafts of two revised field manuals.

Recommendation:

Prepare pre-course instruction for Distance Learning.

Due to the amount of interaction, and small group discussions during this course, it is not recommended that the entire course be converted to distance learning. Only VTT would be near appropriate. But given the highly interactive nature of the course it would have to be offered six times for the current number of students, with special preparation for each breakout session. However, pre-course materials focusing on the topics to be discussed in the "round robin" sessions (excluding rank specific workshops) would better prepare the students to make valuable contributions, and further facilitate the success of these activities at a very minimal per student cost (\$1.80).

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Army Medical Evacua	tion		Cou	ırs	e Num	ber: A	0437			
Conference										
1. Instructional goals of the cou										
Material format to facilitate an exchang	je or idea:	s a	ana neip	mp	rove tr	ne US	Army Evacu	lation S	ystem	
across the operational spectrum.										
2. Frequency of course offering pe	er vear	#	ŧ 1	Ι					Yes	No
Current length of course in hour			‡ 35	7.	Cor	wert t	o DL?		163	X
Number of hours to be converte		_	ŧ 0	8.		ance			X	^
5. Number of registered students	u	L	125	-		ianice	:			
Number of registered students Number of potential students the	at	77	120	-						
could benefit from the course	al	#	[‡] 250							
could belieff from the course		177	230						L	
9. If item 8 = Yes, Specify: Elec	tronic lo	M IF	nal for r	ro.	COLIFS	e inst	ruction/nre	naration		
Technology	Level 1		Level		Leve		Level 4	Jaration		
WBT	LCVCI	-	LCVCI		Leve	,1 0	LCVCI 4			
CBT	ļ	\dashv								
VTT	Low				High					
Other	LOW	_			riigii					
Other		_								
Labor Hours Estimation Method:	Short		Long	-	Synch	ronoi	10	10 10 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		
Labor Hours Estimation Method.	SHOIT_	-	Long_		ynch	101100	19	AND COMPANY		
***************************************		<u></u>	ost Data				to Address to the state of			
10. Total Cost Year One		C	JSI Dala			\$ 45	0			
11. Total Cost Year Two						\$ 45				
12. Total Cost Year Three						\$ 45				
13. Total Cost Year Four						\$ 45				
! 4. Total Cost Year Five						\$ 45				
15. Total costs year 1 to 5 (Sum	of lines	. 1	O throu	~h	14)	\$ 2,2				
15. Total costs year 1 to 5 (Sun	oi iiiles		o unou	yn	14)	Ψ Z,4	200			
16. Average cost, years 1 to 5 (div	ide value	- i	n line 15	h	,5\	\$ 45	<u> </u>			
17. Total potential students over a				, D)	73)	ψ 40	<u> </u>			
(multiply the number of potential				ah	ove)					
by 5.)	ai studei	ILO	(itelli o	au	,0ve <i>)</i>	# 12	50			
18. Average cost per potential s	tudent o	11/4	or 5-vos	~		# 12				
period.	taaciit o	•	er o-yea	•						
(divide the value in line 15 by t	he value	in	line 17	`		\$ 1.8	30			
(divide the value in line to b)	ilo talao	-				Ψ 1				
Additio	nal Hard	w	/are/Sof	tw	are Re	eguire	ed	L		
Item:	Tidi Tidi C		u. croo.				t per unit	Total	Cost	
				_		-	. por unit		0001	
Proposed Enhancement(s)	Cost									
Electronic Journal for pre-course	CUST								****	
instruction/preparation	\$ 2,250	_	vor fivo	V0'	are					
instruction/preparation	\$ 2,230	-	vei live	ye	a15					
Total Enhancement Ocata	\$ 0.050		f	15						
Total Enhancement Costs	\$ 2,250	0/	ver five	/ea	ırs					

Course Information Summary Sheet

Course Name: Army Medical Evacuat	ion Confere	ence	
Course Number: A0437			
Length of course - number of hours	of instruct	tion: 35	
Number of Registered Students: 125	;		
Number of potential students that co	uld benefi	t from this course: 250	
Instructional goals of the course: To Material format to facilitate an exchange System across the operational spectrum	e of ideas a	octrine, Training, Organization, Leaders and help improve the US Army Evacuat	ship, ion
Frequency of Course Offering: Onc	e a year		
Continuing Education Credit Offered	? Yes	Number:	30.00
For each item listed, check ✓ row	marked '	"Check" if observed or documen	ted.
Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			10000
Lecture / Text	X	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study	†	Structured Review	
Demonstration		Feedback on performance	
Exhibit		Remediation	
Guided Discussion	X	Group activities/collaborative tasks	
Simulation (roll play, in-basket)	1		
Problem solving exercises			
Objective knowledge tests	7, 777 20,000,000	Performance test hardware	
Essay		Oral testing	+
Performance test –"paper"		No testing/Student course eval.	
Performance test – hardware		3	
Graphics			
2D graphics still	X	3D animation	1
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	1
		Pre recorded video /films	Х
Communications			
Audio	T	Open Discussion	X
Indirect discourse		Question and answer	X
	1		

Course Technology Match Table

Course Army Medical Evacuation Confere				chnolog	ies	
Administrative Requirements	Check	CBT	WBT	VTT		
Self pacing						
Group training						
On-demand availability						
Open entry / open exit				. Î		
Detailed student records				e e		
Test Security		6 22 4				-
Multiple test forms						
Training / Instruction Approach					NA.	
Lecture / Text	X					17904
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit						<u> </u>
Guided Discussion	Х					†
Simulation – knowledge based						-
Simulation - hardware						
Problem solving exercises						
Learning to Mastery						
Practice / drill			1	177		<u> </u>
Structured Review						
Feedback on performance				-		
Remediation				-		
Group activities/collaborative tasks						
Testing Types		, j. j.		1		
Objective knowledge tests		2 000 0000		1.000.15	111,3380	
Essay						<u> </u>
Performance test - "paper" exercise				Massau d		· · · · · ·
Performance test – hardware simulation				1 8 AH		
Performance test - hardware				7		
Oral testing						
No testing/Student course evaluation	X					-
Graphics						
2D graphics still	Х	V 1,780	2382,025.		- 1 1 10 May - 1 14 A	88145
3D graphics still						
2D animation						
3D animation						<u> </u>
2D interactive animation						
3D interactive animation				4.3		
Pre recorded video /films	Х					
Communications						
Audio	* 1	(AVA1.17)	10%1 -35.		770/4/.	#: <u> </u>
Indirect discourse						
Assigned reading						
Open Discussion	х					
Question and answer opportunities	X					ļ

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Army Medical Ev Conference	acuatio	n	Co	ourse Numbe	r: A0437			
Technology Selected	Level	1	Level 2	Level 3	Level 4	Do Not Convert		
WBT						Х		
CBT								
VTT	Low			High				
Other								
Cost Factors			Values		Soi	urce		
Labor hours year 1		0	Valuoo					
2. Labor hours year 2		0		Course T	echnology N	latch Table		
3. Labor hours year 3		0				ity Factors Table		
4. Labor hours year 4				_ realmonegy interactivity reactors realize				
5. Labor hours year 5		0						
6. Subtotal								
7. Average labor cost		\$5	0					
B. Total labor Cost over 5-yr. pe	eriod.							
Multiply line 6 by line 7		\$ 0)					
Additional Development/ Deliv	ery Co	st	By Year					
9. Cost year 1			150	Data to S	upport Cost	Analysis Worksheet		
10. Cost year 2		\$ 4	150					
11. Cost year 3		\$ 4	150					
12. Cost year 4		\$ 4	150					
13. Cost year 5		\$ 4	150					
14. Total Additional Costs. Sum lines 9 to 13 and enter line 14	on	\$ 2	2,250					
 Total Course Cost. Add lines 8 and 14 and enterline 15 	r on	\$ 2	2,250					
 Average cost over 5 years. Divide line 15 by 5 and enter line 16. 	on		150					
17. Potential students year 1		25	50	From Col	urse Informa	tion Summary Sheet		
 Total potential students year (multiply line 17 by 5. and enter on line 18) 	l	12	50					
 Average cost per student yr (divide line 15 by line 19 enter on line 19) 		\$ '	1.80					

U.S. Army Health Care Logistics Conference Conversion Analysis

US ARMY HEALTH CARE LOGISTICS

Course Purpose:

The training of medical logistics professionals to enhance medical readiness overall and the efficient support provisions of medical logistics to the Army health care system. To train Army medical logisticians to be successful in a highly complex and sophisticated environment which spans the medical support of a Force Projection Army to the unique mix of military and private sector logistics practices necessary to support today's Military Health System. To provide a forum for junior officers to gain considerable insight into the numerous professional opportunities afforded them in the medical logistics field.

Course Content Stability:

Moderate

Approximately 60% of the course content changes yearly.

General Presentation Style:

Distributive

The information was delivered using a lecture format as the primary vehicle in which one instructor presented information to many learners.

Instructional Aids:

Presentations were supported by slides, overheads, Power Point presentations, and some video.

Hands-on Activities:

None

Degree of Instructional Interaction:

Question and answer periods followed each of the lectures. These were informational exchanges. In addition, there was a high level of informational exchange during the poster session. These exchanges had high instructional value in that they were directly tied to the course goal of improving research skills.

Relevant Instructional Value:

High

The majority of presentations were focused directly on the needs of health care logisticians or provided needed general background.

Recommendation:

Convert to Web-Based Training.

The US Army Health care Logistics Conference was a large conference with 450+ registered attendees and 55 presenters. The majority of breakout sessions were offered twice to allow participants to attend each presentation without conflicting with other presentations. Excluding strictly conference related activities the course contained 50 hours of instruction, 13 hours in the plenary sessions and 33 hours in breakout sessions. Because of the large number of presenters, VTT would prove expensive as well as extremely difficult to organize and manage. Web Based Training is an ideal conversion medium for this course. The use of WBT or CBT would require significant effort to reorganize the content into logical blocks. While the number of potential participants is very near actual participants (500 to 450), potential cost savings and increased flexibility would make this conversion attractive.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: US Army Health Car	e Logistics	Co	ırse	e Num	ber:	A0438			
Instructional goals of the cours	e ' The trai	ining of mo	dic	al logic	tice n	rofessionala	to enhance	o ma	dica
readiness overall and the efficient su									
To train Army medical logisticians to	he success	ful in a hig	hlv	comple	ey and	d sonhisticat	ed environ	oyou meni	3111.
which spans the medical support of a	Force Proi	ection Arm	v to	the u	niaue	mix of milita	rv and priv	/ate	
sector logistics practices necessary t									
junior officers to gain considerable in	sight into th	e numerou	s p	rofessi	ional d	opportunities	afforded	them	in
the medical logistics field.									
2. Frequency of course offering		#1					`	Yes	No
Current length of course in ho		# 50	7.			to DL?		X	
4. Number of hours to be conver		# 50	8.	Enh	ance	?			X
5. Number of registered students		# 450							
6. Number of potential students t	hat								ĺ
could benefit from the course		# 500							
9. If item 8 = Yes, Specify:									
Technology	Level 1	Level	2	Leve	1 3	Level 4			
WBT		Х							
CBT									
VTT	Low	•		High					
Other									
Labor Hours Estimation Method	d: Short _	X_ Long	_	Sync	hron	ous			
		Cost Data							
10. Total Cost Year One		Joot Butt		I	\$ 16	2,750			
11. Total Cost Year Two						,650			
12. Total Cost Year Three						,650			
13. Total Cost Year Four						,650			
! 4. Total Cost Year Five						,650			
15. Total costs year 1 to 5 (Su	m of lines	40.41			_				
	n or mics	10 throu	gh	14)	\$ 55	3,350			
16. Average cost, years 1 to 5 (d	ivide value	in line 15				0,670		,	
17. Total potential students over	ivide value a five-year	in line 15	by	5)				*	
 Total potential students over (multiply the number of poter 	ivide value a five-year	in line 15	by	5)	\$ 11	0,670			
 Total potential students over (multiply the number of poter by 5.) 	ivide value a five-year itial studen	in line 15 period. ts (item 6	by ab	5)		0,670		,	
17. Total potential students over (multiply the number of poten by 5.)18. Average cost per potential	ivide value a five-year itial studen	in line 15 period. ts (item 6	by ab	5)	\$ 11	0,670		,	
17. Total potential students over (multiply the number of poten by 5.)18. Average cost per potential period.	ivide value a five-year itial studen student o	in line 15 period. ts (item 6	ab	5)	\$ 11 # 25	0,670 00		,	
17. Total potential students over (multiply the number of poten by 5.)18. Average cost per potential	ivide value a five-year itial studen student o	in line 15 period. ts (item 6	ab	5)	\$ 11	0,670 00			
 17. Total potential students over (multiply the number of potential by 5.) 18. Average cost per potential period. (divide the value in line 15 by 	ivide value a five-year itial studen student o	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2			
 17. Total potential students over (multiply the number of potenty 5.) 18. Average cost per potential period. (divide the value in line 15 by Additional period) 	ivide value a five-year itial studen student o	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	
17. Total potential students over (multiply the number of poten by 5.) 18. Average cost per potential period. (divide the value in line 15 by Additi	ivide value a five-year itial studen student o the value onal Hard	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	
 17. Total potential students over (multiply the number of potenty 5.) 18. Average cost per potential period. (divide the value in line 15 by Additional period) 	ivide value a five-year itial studen student o the value onal Hard	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	
17. Total potential students over (multiply the number of poten by 5.) 18. Average cost per potential period. (divide the value in line 15 by Additi	ivide value a five-year itial studen student o the value onal Hard Cost	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	
17. Total potential students over (multiply the number of poten by 5.) 18. Average cost per potential period. (divide the value in line 15 by Additi	ivide value a five-year itial studen student or the value onal Hard Cost \$	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	
17. Total potential students over (multiply the number of poten by 5.) 18. Average cost per potential period. (divide the value in line 15 by Additi	ivide value a five-year itial studen student o the value onal Hard Cost	in line 15 period. ts (item 6 ver 5-yea in line 17)	ab	(5) ove)	\$ 11 # 25 \$ 22	0,670 00 2	Total C	ost	

Instructional Formats and Physical Training Requirements

Course Name: US Army Health Care Logistics Course Number: A0438

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
91%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
3%	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	7
6%	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
***************************************	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	3
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Panel Discussions and Group discussions Comprised less than 9% of the conference and were also conducted as breakout sessions, and therefore not required for all students. Because these sessions were not required of all students they will not be considered critical factors for the remainder of the conversion analysis.

Course Information Summary Sheet

Assigned reading

Course Name: US Army Health Care Logistics

Course Number: A0438

Length of course - number of hours of instruction:

Number of Registered Students: 450

Number of potential students that could benefit from this course: 500

Instructional goals of the course: The training of medical logistics professionals to enhance medical readiness overall and the efficient support provisions of medical logistics to the Army health care system. To train Army medical logisticians to be successful in a highly complex and sophisticated environment which spans the medical support of a Force Projection Army to the unique mix of military and private sector logistics practices necessary to support today's Military Health System. To provide a forum for junior officers to gain considerable insight into the numerous professional opportunities afforded them in the medical logistics field.

Frequency of Course Offering: Once a Year

Continuing Education Credit Offered? None

Continuing Education Credit Offered	? None	Number: N/A	
For each item listed, check ✓ rov	v marked '	"Check" if observed or documen	ted
Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			
Lecture / Text	X	Learning to Mastery	T
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration		Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises			
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test – "paper"		No testing/Student course eval.	X
Performance test – hardware			
Graphics			
2D graphics still	X	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	X
Communications	APA A		
Audio		Open Discussion	
Indirect discourse		Question and answer	

Course Technology Match Table

Course (Name) US Army Health Care Logistics			Tec	hnolog	ies	
Administrative Requirements	Check	CBT	WBT	VTT		
Self pacing						0000
Group training						
On-demand availability						
Open entry / open exit	†					
Detailed student records	1					
Test Security		W 10 TO SOUTH				
Multiple test forms						
Training / Instruction Approach	. 43.00	34 . E		1-1300000		AND MARKE
Lecture / Text	X	SIGNA TANDA	The contract of the contract o	1 m (1 m)	**************************************	2000000
Live Presenters (guest speakers)	+					
Self study						ļ
Demonstration						
Exhibit	-					
Guided Discussion						
Simulation - knowledge based					 	
Simulation - hardware						
Problem solving exercises	+					
Learning to Mastery	<u> </u>					
Practice / drill	-					
Structured Review		-				
Feedback on performance						
Remediation	+					-
Group activities/collaborative tasks	-					
Testing Types			Alla Malazari	379		
Objective knowledge tests	1		1	<u> </u>	T	O98282694
Essay	+					.
Performance test – "paper" exercise						
Performance test – hardware simulation						
Performance test – hardware	+					
Oral testing	-	PM nanaan M				
No testing/Student course evaluation	X					
Graphics	1 ^	14.4445.FE.		<u>.</u> 3:1778	<u>l</u>	SA CELL
2D graphics still	Т х	I	<u> </u>	Nation 1		
3D graphics still	+ ^-		 		ļ	
2D animation			 			ļ
3D animation	-					
2D interactive animation						
3D interactive animation	· · · · · · · · · · · · · · · · · · ·					
Pre recorded video /films	X					-
Communications	1977327				1 	I
Audio	<u> </u>	Als ab	T and a	, * 138000000000000000000000000000000000000	Tanana and a same and a same a sa	T
Indirect discourse					-	
Assigned reading					<u> </u>	
Open Discussion					ļ	
Question and answer opportunities		garant out			1	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Logist	se Name: US Army Health Care ics	- Juise N	lumber: A	J 100	
	Asynchronous Course	V	VEB Base	ed Traini	ng
-	Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Admini	strative Requirements				
	Self pacing		>>>>>>	>>>>>>	>>>>>
	Group training				
	On-demand availability		>>>>>>	>>>>>>	>>>>>
	Open entry / open exit		>>>>>	>>>>>>	>>>>>
	Detailed student records		>>>>>>	>>>>>>	>>>>>
	Test Security		>>>>>>	>>>>>>	>>>>>
	Multiple test forms			>>>>>>	>>>>>
Trainin	g / Instruction Approach				
25,227 11	Lecture / Text	X	>>>>>	>>>>>	>>>>>
-	Live Presenters (guest speakers)				
	Self study		>>>>>	>>>>>>	>>>>>
	Demonstration			>>>>>>	>>>>>
	Exhibit	A CHARACTER AND A		>>>>>>	>>>>>
	Guided Discussion				
	Simulation – knowledge based			>>>>>>	>>>>>
	Simulation - hardware	2000. ∰1000. ON			
	Problem solving exercises	***************************************		>>>>>>	>>>>>
	Learning to Mastery		>>>>>>	>>>>>>	>>>>>
	Practice / drill		>>>>>>	>>>>>>	>>>>>
	Structured Review				>>>>>
	Feedback on performance	5		>>>>>>	>>>>>
	Remediation			>>>>>>	>>>>>
	Group activities/collaborative tasks	\$ \$1.000 \$ \$1.000			
	Testing Types		ZSNOW, Y AGGRESOVALIS	- 3200 - 3200 - 3	
	Objective knowledge tests	I	>>>>>	>>>>>	>>>>>
	Essay				*******
	Performance test –"paper" exercise	A managaman series		>>>>>>	>>>>>
	Performance test – paper exercise Performance test – hardware simulation	V.		,,,,,,,,,	
	Performance test – hardware simulation	e ^r			
		\$54 mm			
	Oral testing No testing/Student course evaluation	Y	>>>>>>	>>>>>>	
92672677	_	X			>>>>>
	Graphics atill				
	2D graphics still	Χ	>>>>>	>>>>>>	>>>>>
	3D graphics still 2D animation	AD SOMEONING PL		>>>>>>	>>>>>
				>>>>>>	>>>>>
	3D animation				>>>>>
	2D interactive animation				>>>>>
	3D interactive animation	ji Ji			
0	Pre recorded video /films		X	>>>>>>	>>>>>
Commi	unications		L SESSEE	I	
	Audio		>>>>>	>>>>>>	>>>>>
	Indirect discourse				
	Assigned reading		>>>>>>	>>>>>>	>>>>>
	Open Discussion	2000000000000000			
	Question and answer opportunities	V part Car			

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: US Army Health Care Logistics	Course N	lumber: A	J438	
Asynchronous Course	Cor	nputer B	ased Trai	ning
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements	Marine San Company			in the lie
Self pacing		>>>>>>	>>>>>>	>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>
Detailed student records				
Test Security	3.			
Multiple test forms			>>>>>>	>>>>>
Training / Instruction Approach				
Lecture / Text	Х	>>>>>>	>>>>>>	>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>
Demonstration			>>>>>>	>>>>>
Exhibit	god monnoon Ga.		>>>>>>	>>>>>
Guided Discussion	4 () () () () () () () () () (
Simulation – knowledge based	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		>>>>>>	>>>>>
Simulation - hardware	6			
Problem solving exercises		>>>>>>	>>>>>>	>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review			>>>>>>	>>>>>
Feedback on performance		>>>>>>	>>>>>>	>>>>>
Remediation			>>>>>>	>>>>>
Group activities/collaborative tasks				
Testing Types				
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>
Essay				
Performance test –"paper" exercise	Paragraphy and		>>>>>>	>>>>>
Performance test – hardware simulation	· 表			>>>>>>
Performance test – hardware				
Oral testing	\$1000 \$15000			
No testing/Student course evaluation	Х	>>>>>>	>>>>>>	>>>>>>
Graphics				
2D graphics still	X	>>>>>>	>>>>>	>>>>>
3D graphics still			>>>>>>	>>>>>
2D animation	marining and		>>>>>>	>>>>>
3D animation				>>>>>
2D interactive animation	70 c			>>>>>
3D interactive animation				
Pre recorded video /films	A) An	Х	>>>>>>	>>>>>
Communications	The second second			
Audio	1	>>>>>>	>>>>>	>>>>>
Indirect discourse				
Assigned reading		>>>>>>	>>>>>	>>>>>
Open Discussion				
Question and answer opportunities	Sociation de 1955			

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

ourse Name: US Army Health Care ogistics	Course Number:	A0430
Synchronous Course	Video Te	letraining
Interactivity Factors	Level 1 Low	Level 2 High
dministrative Requirements		
Self pacing		
Group training		>>>>>>
On-demand availability	man sam njedovost jed initi ve tilana na nominos stje avrejanski otje stje stje ave	
Open entry / open exit	ti.	
Detailed student records		
Test Security		>>>>>>
Multiple test forms		>>>>>>
aining / Instruction Approach		
Lecture / Text	X	>>>>>>
Live Presenters (guest speakers)		>>>>>
Self study		
Demonstration		>>>>>>
Exhibit		>>>>>
Guided Discussion		
Simulation - knowledge based		>>>>>>
Simulation - hardware		
Problem solving exercises	95 B	
Learning to Mastery	-	
Practice / drill	- · ·	
Structured Review		
Feedback on performance	- 1	
Remediation	-	
Group activities/collaborative tasks		
	Cont. (2) 8 8 8 9	
Objective knowledge tests	9 W W W W W W W W W W W W W W W W W W W	
,		
Essay	THE STATE OF THE S	
Essay Performance test –"paper" exercise	and the state of t	6
Performance test -"paper" exercise	in management of the	A
Performance test – "paper" exercise Performance test – hardware simulation		
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware	, T	
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing	X	>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation	X	
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics	No. To have been been been and	
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still		
Performance test "paper" exercise Performance test hardware simulation Performance test hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still	No. To have been been been and	>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation	No. To have been been been and	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation	No. To have been been been and	>>>>>> >>>>>>> >>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation	No. To have been been been and	>>>>>> >>>>>>> >>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation	X	>>>>>> >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation Pre recorded video /films	No. To have been been been and	>>>>>> >>>>>>> >>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films ommunications	X	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation Pre recorded video /films ommunications Audio	X	>>>>>> >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation 3D interactive animation Pre recorded video /films ommunications Audio Indirect discourse	X	>>>>>> >>>>>>> >>>>>>>>>>>>>>>>>>>>>>>
Performance test –"paper" exercise Performance test – hardware simulation Performance test – hardware Oral testing No testing/Student course evaluation raphics 2D graphics still 3D graphics still 2D animation 3D animation 2D interactive animation Pre recorded video /films ommunications Audio	X	>>>>>> >>>>>> >>>>>>> >>>>>>>>>

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction					
	Course Name: US Army Health Care Logistics Media: WEB Based Training Level: 2					
Co						
		Analysis	Design	Development	Implementation	Sums
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	
2	Multiply line 1 by average * hours200	SP SA CHURCH	To district some	The second of th	2340	
3	Average hrs. per phase	80	40	50	30	
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	
5	Adjusted hrs. Per phase. Multiply line 3 by line 4.	24	20	40	9	
	Total Labor Hours - sum across line 5				apply and	93

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: US Army Health Care Logistics Media: Computer Based Training Level: 2					
		Analysis		Development		Sums
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15	
2	Multiply line 1 by average * hours	441-107 11 11 11 11 11 11 11 11 11 11 11 11 11				
3	Average hrs. per phase	80	40	50	30	
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3	
5	Adjusted hrs. Per phase. Multiply line 3 by line 4.	24	20	40	9	
	Total Labor Hours - sum across line 5					93

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

855: HALLINGTON	Course Cost Estimate Wor	ksheet: Web Base	d Training
Cou	rse Name: US Army Health Care	Course Number: A	
1	Write the sum from Refined Estima estimated number of hrs. per hr. of	•	Hrs. 93
2	Average hourly labor cost in dollars		\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 4650
4	Actual number of classroom equivalent hours to be converted or developed.		Hrs. 50
5	Compression: If conversions to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5		Hrs. 35
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by conversion to asynchronous deliver on line 6.	line 4 if not a	\$ 162,750
	Do not use lines 7 to 12 for any	costs that are to	be shared
7	Infrastructure Costs		\$
8	Recurring Costs		\$
9	Recurring Costs Delivery Labor Costs		\$
			,
9	Delivery Labor Costs		\$
9	Delivery Labor Costs Travel Costs		\$ \$
9 10 11	Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
9 10 11 12	Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$
9 10 11 12 13	Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	ne 13 by line 14	\$ \$ \$ \$ \$162,750

Course Cost Estimation Worksheet

	Course Cost Estimate Workshe	et: Computer Bas	sed Training
1	Irse Name: US Army Health Care C	ourse Number: /	
Logist	Write the sum from Refined Estimate	- Worksheet	
1	estimated number of hrs. per hr. of ir	•	Hrs. 93
2	Average hourly labor cost in dollars		\$ 50
3	Multiple line 1 by line 2 and put the results on line 3.		\$ 4650
4	Actual number of classroom equivalent hours to be converted or developed.		Hrs. 50
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5		Hrs. 35
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by conversion to asynchronous delivery on line 6.	line 4 if not a	\$ 162,750
	Do not use lines 7 to 12 for any	costs that are to	be shared.
7			
7	Infrastructure Costs		\$
8	Infrastructure Costs Recurring Costs		\$
			·
8	Recurring Costs		\$
8	Recurring Costs Delivery Labor Costs		\$
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	ne 13 by line 14	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$

Cost Estimate for a Single Course Over a Five Year Period Course Name: US Army Health Care Logistics Course Number: A0438						
Technology Selected	Level	1	Level 2	Level 3	Level 4	
WBT			X			
CBT						
VTT	Low			High		
Other						
Cost Factors			Values		So	urce
1. Labor hours year 1		32				4100
2. Labor hours year 2		19		Course To	echnology N	Natch Table
3. Labor hours year 3			53			rity Factors Table
4. Labor hours year 4			53	-	g,	ny radiolo razio
5. Labor hours year 5			53			
6. Subtotal			,067	+		
7. Average labor cost		\$5	•			
8. Total labor Cost over 5-yr. p	eriod					
Multiply line 6 by line 7		\$ 553,350		1		
Additional Development/ Deliv	ery Co	st	By Year			
9. Cost year 1		\$ (Data to S	upport Cost	Analysis Worksheet
10. Cost year 2		\$ (
11. Cost year 3		\$ (
12. Cost year 4		\$ (1		
13. Cost year 5		\$ (1		
14. Total Additional Costs. Sum lines 9 to 13 and enter line 14	on	\$ ()			
15. Total Course Cost. Add lines 8 and 14 and enter on line 15		\$ 5	553,350			
16. Average cost over 5 years. Divide line 15 by 5 and enter on line 16.			110,670			
17. Potential students year 1		50	00	From Cou	ırse Informa	tion Summary Sheet
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)	t	25	00			
 Average cost per student y (divide line 15 by line 1 enter on line 19) 		\$ 2	222	Round up	to the near	est whole dollar

NOTE: 40% of the course content does not change from year to year. Estimated labor hours for years 2 to 5 are adjusted for this factor.

Phyllis J. Verhonick Research Course Conversion Analysis

PHYLLIS J. VERHONICK RESEARCH COURSE

Course Purpose:

- To provide Army Nurse Corps Officers, other military officers, and civilian nurses engaged in multidisciplinary and/or collaborative research with a course of instruction to nurture the generation, dissemination, and use of research to continuously improve clinical practice.
- > To provide a vehicle for those with intermediate or advanced research skills to exchange information on research theory, methodology, and funding, as well as to present study findings.

Course Content Stability:

Low

Invited speakers address topics relevant to general research topics (ethics, outcomes issues, etc.), while completed research abstracts change to reflect the latest research.

General Presentation Style:

Distributive

The information was delivered using a lecture format as the primary vehicle in which one instructor presenters information to many learners. There was a poster session as well in which presented stood by exhibits of their research, and were available to answer questions to those who attended.

Instructional Aids:

Presenters were supported by PowerPoint slides that were projected either from a 35mm slide projector, or directly from a computer. One speaker used a brief videotape to support the lecture.

Hands-on Activities:

None

Degree of Instructional Interaction:

Question and answer periods followed each of the lectures. These were informational exchanges. In addition, there was a high level of informational exchange during the poster session. These exchanges had high instructional value in that they were directly tied to the course goal of improving research skills.

Relevant Instructional Value:

High

The course content was clearly focused, and presented the students with serious issues relevant to research at a general level, as well as several examples of on-going and recently completed research. The instructional approach allowed the research results to be viewed not only in terms of their intrinsic value to the nursing profession, but also within the parameters of the *mechanics* of research.

Recommendation:

Convert to Web-Based Training.

The instructional value of this course, although presently high, would benefit from delivery on a distance learning technology that allowed for one-to-many communications, and an asynchronous delivery. Web based training was identified as the most cost effective means given the number of presenters and potential students, supplemented by an electronic bulletin board for the benefit of student presenters.

While a Web based training program would be of benefit to the 3400 potential participants, the student presenters, who would become submitters in a Web based training environment, would receive little benefit. To assure that the student submitters receive the type of feedback that would benefit their research, a Web Based "bulletin board" can be established for student presenters through one of the numerous web sites maintained by the Army.

A drawback to an electronic bulletin board is that it can be very time consuming to those having to answer numerous questions, over an extended period of time. Since Web based training will allow participants to sign-in at any time, a bulletin board used as an integral part of the course, would require that submitters, whether or not students, answer questions in a timely manner throughout the life of the course. This would be a significant added responsibility that many individuals, military or civilian, may not be willing or able to assume.

Given the potential number of users, and that student presenters have other responsibilities, student presenters should be free to determine their own level of participation on the bulletin board. Participation in the bulletin board should be voluntary and not considered a required portion of the course.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Phyllis J. Verhonick R Course	esearch	Cou	ırse	e Number:	A0513		
1. Instructional goals of the counand civilian nurses engaged in multidisto nurture the generation, dissemination To provide a vehicle for those with interesearch theory, methodology, and fundamental to the country of the country o	ciplinary a n, and use rmediate o	nd/or colla of resear r advance	aboi ch t ed re	rative resear to continuou esearch skill	ch with a co sly improve s to exchang	urse of instruct clinical practice	ion
2. Frequency of course offering pe	er vear:	# 1	l			Yes	No
Current length of course in hour	, ,	# 26	7.	Convert 1	to DL?	X	1
4. Number of hours to be converte		# 26	8.			X	
5. Number of registered students		# 100					
6. Number of potential students that	at						
could benefit from the course		# 3400					
9. If item 8 = Yes, Specify: Esta							
Technology	Level 1	Level	2	Level 3	Level 4		
WBT	X						
CBT VTT	Low			High			
Other	Low			nign			
Other		1				L	
Labor Hours Estimation Method:	Short X	Long		Synchron	ous		
	С	ost Data	1				
10. Total Cost Year One				\$ 42	,770		
11. Total Cost Year Two				\$ 42	,770		
12. Total Cost Year Three					,770		
13. Total Cost Year Four					,770		
! 4. Total Cost Year Five					,770		
15. Total costs year 1 to 5 (Sum	of lines	10 throu	gh	14) \$ 21	3,850		
40. A	میرامید ماد:	in line 45	L .	· 5 \ C 40	770	,	
16. Average cost, years 1 to 5 (div17. Total potential students over a			Dy	(5) \$42	,770		
(multiply the number of potenti	•		ah	ovel			
by 5.)				,	,000		
18. Average cost per potential s	tudent ov	er 5-yea	r		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
period.							
(divide the value in line 15 by t	he value i	n line 17)	\$ 12	.58		
	nal Hardy	ware/Sof	twa	are Requir			
Item:				Cos	t per unit	Total Cost	
Proposed Enhancement(s)	Cost						
	\$						
	\$						
	\$						
Total Enhancement Costs	\$						

Instructional Formats and Physical Training Requirements

Course Name: Phyllis J. Verhonick Research Course Number: A0513

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
88%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
7%	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
e de la Colonia de la colonia	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	?
5%	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
······································	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	3
///accections	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures	7
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Phyllis J. Verhonick Research Course

Course Number: A0513

Length of course - number of hours of instruction: 26

Number of Registered Students: 100

Number of potential students that could benefit from this course: 3400

Instructional goals of the course: To provide Army Nurse Corps Officers, other military officers, and civilian nurses engaged in multidisciplinary and/or collaborative research with a course of instruction to nurture the generation, dissemination, and use of research to continuously improve clinical practice.

To provide a vehicle for those with intermediate or advanced research skills to exchange information on research theory, methodology, and funding, as well as to present study findings.

Frequency of Course Offering: Biannually

Continuing Education Credit Offered? Yes Number: 29.4

For each item listed, check ✓ row marked "Check" if observed or documented.

Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			
Lecture / Text	X	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration		Feedback on performance	
Exhibit	Х	Remediation	
Guided Discussion	Х	Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises			
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test – "paper"		No testing/Student course eval.	X
Performance test – hardware	ļ		
Performance test – hardware Graphics			
Performance test – hardware Graphics 2D graphics still	X	3D animation	
Performance test – hardware Graphics 2D graphics still 3D graphics still	X		
Performance test – hardware Graphics 2D graphics still	X	3D animation	
Performance test – hardware Graphics 2D graphics still 3D graphics still	X	3D animation 2D interactive animation	
Performance test – hardware Graphics 2D graphics still 3D graphics still	X	3D animation 2D interactive animation 3D interactive animation Pre recorded video /films	
Performance test – hardware Graphics 2D graphics still 3D graphics still 2D animation	X	3D animation 2D interactive animation 3D interactive animation Pre recorded video /films Open Discussion	
Performance test – hardware Graphics 2D graphics still 3D graphics still 2D animation Communications	X	3D animation 2D interactive animation 3D interactive animation Pre recorded video /films	

Note: In order to provide student submitters with a level of interactivity comparable to the poster session and feedback possible after verbal presentations, an electronic bulletin board is proposed. Therefore factors related to group discussion (open discussion) or poster sessions (question and answer) will not be considered as limiting factors in the selection of a technology.

Video uses for portion of one presentation (>5%), not considered in the selection of a technology.

Course Technology Match Table

Course Phyllis J. Verhonick Research Cou			chnologi	es		
Administrative Requirements	Check	CBT	WBT	VTT		4
Self pacing						
Group training						
On-demand availability				152.558		
Open entry / open exit						
Detailed student records		o b				
Test Security		45				
Multiple test forms						
Training / Instruction Approach		100	1 00000	Year a		
Lecture / Text	Х					
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit	Х					
Guided Discussion	Х					
Simulation – knowledge based						
Simulation - hardware						
Problem solving exercises						
Learning to Mastery		1				
Practice / drill				P101		
Structured Review				25.		
Feedback on performance				C1.		
Remediation				Brance		
Group activities/collaborative tasks						
Testing Types	4 4					
Objective knowledge tests				, day		7.4800000 V
Essay						
Performance test –"paper" exercise				7.87		
Performance test – hardware simulation						
Performance test – hardware				100		
Oral testing		,			***************************************	
No testing/Student course evaluation	X					
Graphics	4 (\$ 5	di waqaa		734Y		
2D graphics still	X					
3D graphics still						
2D animation						
3D animation						
2D interactive animation						
3D interactive animation				, Flore		<u> </u>
Pre recorded video /films						
Communications	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1			Transky,		
Audio	1. 1.395 alf 1911	1	I		CO Service and the service of	·
Indirect discourse						
Assigned reading						
Open Discussion					i .	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Phyllis J. Verhonick Research Course	Course Number: A0513					
Asynchronous Course	WEB Based Training					
Interactivity Factors	Level 1	Level 2	Level 3	Level 4		
Administrative Requirements						
Self pacing		>>>>>>	>>>>>>	>>>>>		
Group training						
On-demand availability		>>>>>>	>>>>>>	>>>>>		
Open entry / open exit		>>>>>>	>>>>>>	>>>>>		
Detailed student records		>>>>>>	>>>>>>	>>>>>		
Test Security		>>>>>>	>>>>>>	>>>>>		
Multiple test forms			>>>>>>	>>>>>		
Training / Instruction Approach		Takin kandis				
Lecture / Text	X	>>>>>>	>>>>>>	>>>>>		
Live Presenters (guest speakers)						
Self study		>>>>>>	>>>>>	>>>>>		
Demonstration			>>>>>>	>>>>>		
Exhibit	P. Triber	Х	>>>>>>	>>>>>		
Guided Discussion	- (1)					
Simulation – knowledge based	-		>>>>>>	>>>>>		
Simulation - hardware	- I		***************************************	,,,,,,,		
Problem solving exercises	100		>>>>>>			
				>>>>>		
Learning to Mastery Practice / drill		>>>>>>	>>>>>>	>>>>>		
		>>>>>>	>>>>>>	>>>>>		
Structured Review	F 25 manage			>>>>>		
Feedback on performance	1		>>>>>>	>>>>>		
Remediation			>>>>>	>>>>>		
Group activities/collaborative tasks	The second states	5 - 13kg				
Testing Types						
Objective knowledge tests		>>>>>	>>>>>>	>>>>>		
Essay	A security of the security of			,		
Performance test –"paper" exercise	r th	V	>>>>>>	>>>>>		
Performance test – hardware simulation						
Performance test – hardware						
Oral testing						
No testing/Student course evaluation	X	>>>>>>	>>>>>>	>>>>>		
Graphics						
2D graphics still	X	>>>>>	>>>>>	>>>>>		
3D graphics still	P &		>>>>>>	>>>>>		
2D animation	E 31		>>>>>	>>>>>		
3D animation	13.	and the self-self-self-self-self-self-self-self-		>>>>>		
2D interactive animation	î Fî			>>>>>		
3D interactive animation						
Pre recorded video /films	4		>>>>>	>>>>>		
Communications	- X	100		W. 1985		
Audio	T T	>>>>>	>>>>>>	>>>>>		
Indirect discourse						
Assigned reading		>>>>>>	>>>>>	>>>>>		
Open Discussion						
Question and answer opportunities	and the morning or many					

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Research Course							
Asynchronous Course	Computer Based Training						
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
dministrative Requirements			75.6				
Self pacing		>>>>>>	>>>>>>	>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>			
Detailed student records							
Test Security	- h- ~~						
Multiple test forms	251-5 124-6959344 sude		>>>>>	>>>>>			
raining / Instruction Approach		FOR STANK		286° 228 °			
Lecture / Text	Х	>>>>>>	>>>>>	>>>>>			
Live Presenters (guest speakers)							
Self study		>>>>>>	>>>>>>	>>>>>			
Demonstration			>>>>>	>>>>>			
Exhibit	1		>>>>>>	>>>>>			
Guided Discussion			,				
Simulation – knowledge based			>>>>>>	>>>>>			
Simulation - hardware							
Problem solving exercises		>>>>>>	>>>>>>	>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>			
Structured Review			>>>>>	>>>>>			
Feedback on performance		>>>>>	>>>>>>	>>>>>			
Remediation			>>>>>>	>>>>>			
Group activities/collaborative tasks	Stanon .						
esting Types							
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>			
Essay							
Performance test - "paper" exercise	For innonment as		>>>>>>	>>>>>			
Performance test – hardware simulation	1	-		>>>>>			
Performance test – hardware							
Oral testing	63.						
No testing/Student course evaluation	Х	>>>>>>	>>>>>>	>>>>>			
iraphics		Section of the second					
2D graphics still	X	>>>>>>	>>>>>	>>>>>			
3D graphics still			>>>>>>	>>>>>			
2D animation	Was to make the		>>>>>>	>>>>>			
3D animation				>>>>>			
2D interactive animation				>>>>>			
3D interactive animation	1 30						
Pre recorded video /films			>>>>>>	>>>>>			
ommunications		1 125 TERRIE	L	1 21.5 (289v)			
Audio	97	>>>>>>	>>>>>	>>>>>			
Indirect discourse							
Assigned reading		>>>>>>	>>>>>>	>>>>>			
	1	1	1				
Open Discussion							

Shaded blocks indicate factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Phyllis J. Verhonick Research Course	Course Number: A0513				
Synchronous Course	Video Teletraining				
Interactivity Factors	Level 1 Low				
Administrative Requirements					
Self pacing	V 44, 190	2007 Selection (1000)			
Group training		>>>>>>			
On-demand availability					
Open entry / open exit	Colorest to consocially a fine of				
Detailed student records	pr şkudadadadıd				
Test Security		>>>>>>			
Multiple test forms		>>>>>>			
Fraining / Instruction Approach					
Lecture / Text	X	>>>>>>			
Live Presenters (guest speakers)	^	>>>>>>			
Self study		***************************************			
Demonstration		>>>>>>			
Exhibit		>>>>>>			
Guided Discussion					
Simulation – knowledge based		X			
Simulation - knowledge based Simulation - hardware		>>>>>>			
Problem solving exercises	an minimum of the party of				
Learning to Mastery					
Practice / drill	.				
Structured Review					
Feedback on performance	r*				
Remediation					
Group activities/collaborative tasks					
Testing Types					
Objective knowledge tests	THE REST OF THE PROPERTY OF TH				
Essay					
Performance test – "paper" exercise					
Performance test – hardware simulation	1				
Performance test – hardware	13				
Oral testing					
No testing/Student course evaluation	X	>>>>>>			
Graphics					
2D graphics still	X	>>>>>>			
3D graphics still		>>>>>			
2D animation		>>>>>			
3D animation		>>>>>>			
2D interactive animation	(parents of the control of the contr				
3D interactive animation	C As St. , warmanness C				
Pre recorded video /films		>>>>>			
Communications					
Audio		>>>>>			
Indirect discourse					
Assigned reading		>>>>>			
Open Discussion					
Question and answer opportunities	Et and was the first was made				

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Sh	ort Worksheet: Refined ourse Name: Phyllis J V	Estimate o	f Developm		our of Instruction				
	Media: WEB Based Training Level: 1								
		Analysis	Design	Development	Implementation	Sums			
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15				
2	Multiply line 1 by average * hours100								
3	Average hrs. per phase	40	20	25	15	erikania Propensi			
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3				
5	Adjusted hrs. Per phase. Multiply line 3 by line 4.	12	10	20	4.5				
	Total Labor Hours - sum across line 5		4104			47			

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

	ort Worksheet: Refined ourse Name: Phyllis J V				our of Instruction		
Media: Computer Based Training Level: 1							
		Analysis	Design	Development	Implementation	Sums	
1	Percentage of Time Spent by Task Type by Level	.40	.20	.25	.15		
2	Multiply line 1 by average * hours	K (100 mg)	100 mg		Control of the second	4	
3	Average hrs. per phase	40	20	25	15		
4	Adjustments ** for hours per phase Use 1 for added time and for less time	.3	.5	.8	.3		
5	Adjusted hrs. Per phase. Multiply line 3 by line 4.	12	10	20	4.5		
	Total Labor Hours -					47	

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Web Based Training					
	rse Name: Phyllis J. Verhonick earch Course	Course Number: A051	3			
1	Write the sum from Refined Estimated number of hrs. per hr. o	•	Hrs. 47			
2	Average hourly labor cost in dollar	S	\$ 50			
3	Multiple line 1 by line 2 and put the	e results on line 3.	\$ 2350			
4	Actual number of classroom equivoconverted or developed.		Hrs. 26			
5	Compression: If conversions to as delivery multiply line 4 by .7 (sever the results on line 5. If not a conversion asynchronous delivery skip line 5.	Hrs. 18.2				
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 by conversion to asynchronous deliver on line 6.	\$ 42770				
44°	Do not use lines 7 to 12 for an	y costs that are to	be shared.			
7	Infrastructure Costs		\$			
7	Infrastructure Costs Recurring Costs		\$			
8	Recurring Costs		\$			
8	Recurring Costs Delivery Labor Costs		\$			
8 9 10	Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$			
8 9 10 11	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$			
8 9 10 11 12	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$			
8 9 10 11 12 13	Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.	line 13 by line 14	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$			

Course Cost Estimation Worksheet

	se Cost Estimation Worksheet						
Cau	Course Cost Estimate Worksheet: Computer Based Training Course Name: Phyllis J. Verhonick Course Number: A0513						
1	earch Course	10					
11030	Write the sum from Refined Estimate Worksheet.						
1	estimated number of hrs. per hr. of instruction.	Hrs. 47					
2	Average hourly labor cost in dollars	\$ 50					
3	Multiple line 1 by line 2 and put the results on line 3.	\$ 2350					
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs. 26					
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5	Hrs. 18.2					
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$ 42770					
	Do not use lines 7 to 12 for any costs that are to	be shared.					
7	Infrastructure Costs	\$					
8	Recurring Costs	\$					
9	Delivery Labor Costs	\$					
10	Travel Costs	\$					
11	Miscellaneous Costs	\$					
12	Add line 7 to 12	\$					
13	Total Cost - Add lines 6 and 12.	\$ 42,770					
14	Number of potential students	# 3,400					
15	Average Cost Per Student Divide line 13 by line 14	\$ 12.58					

Cost Estimate for a Single Co Course Name: Phyllis J. Verhonic Course				ourse Num	ber: A0513	3
Technology Selected	Level	1	Level 2	Level 3	Level	4
WBT	Х					
CBT						
VTT	Low			High		
Other						
Cost Factors	· · · · · · · · · · · · · · · · · · ·		Values			Source
Labor hours year 1		85	5.4			
2. Labor hours year 2			5.4	Course	Technolog	gy Match Table
3. Labor hours year 3			5.4			activity Factors Table
4. Labor hours year 4			5.4	\dashv	3,	,
5. Labor hours year 5			5.4	_		
6. Subtotal		42				
7. Average labor cost		\$ 50				
8. Total labor Cost over 5-yr. p	eriod.	_				
Multiply line 6 by line 7		\$ 213,850				
Additional Development/ Deliv	erv Co	st	Bv Year			
9. Cost year 1		\$0		Data to	Support C	Cost Analysis Worksheet
10. Cost year 2		\$ (
11. Cost year 3		\$ (
12. Cost year 4		\$0				
13. Cost year 5		\$ (
14. Total Additional Costs.						
Sum lines 9 to 13 and enter line 14	on	\$ 0)			
15. Total Course Cost. Add lines 8 and 14 and ente line 15	r on	\$ 2	213,859			
16. Average cost over 5 years. Divide line 15 by 5 and enter on line 16.			12,770			
17. Potential students year 1		34	100	From C	ourse Info	rmation Summary Sheet
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)	i	17	,000			
19. Average cost per student y5. (divide line 15 by line 15 enter on line 19)		\$1	2.58			

Military Nursing Practice Course Conversion Analysis

MILITARY NURSING PRACTICE COURSE

Purpose

The purpose of this course is to provide nurse clinicians and middle managers (active duty and civilian) with current concepts, trends, and issues affecting the delivery of care as the military health care system transitions into the new millennium. To provide students with powerful learning tools, knowledge and information that will enable them to effectively participate in the development of appropriate clinical practices.

Course Content Stability:

Low

Topics and subject matter vary with course theme. That is, trends and practices change and the content changes to reflect these modifications.

General Presentation Style:

Distributive

The format of the course provided for dissemination of information in primarily a lecture format, with speakers offering experiential data regarding both management and clinical care topics appropriate to the level of intended audience.

Instructional Aids:

Speakers generally spoke from PowerPoint slides projected from an overhead, a 35mm slide projector, or a computer.

Hands-on Activities:

None

Degree of Instructional Interaction

There was discussion solicited during and after most presentations. The exchanges were primarily informational.

Relevant Instructional Value:

High

The course content was clearly focused, and presented the students with serious issues relevant to the course objectives.

Recommendation

Convert to Web-Based Training.

The instructional value of this course, although presently high, would benefit from delivery on a distance learning technology that allowed for one-to-many communications, and an asynchronous delivery. In this way, the forum that allows for the exchange of ideas would be available year-round. For example, a "bulletin board" on the Web would provide a vehicle where questions could be posted, and individuals could provide their insight after they have had some time to reflect, consult others, etc. Furthermore, younger officers would benefit from exposure to these "conversations" just from observing them develop over time. Since approximately 50% of the course can change on an annual basis, the best mode of delivery would be Web Based Training. An additional benefit from converting the course would make it possible for everyone to be exposed to all the information in the three breakout sessions (nine sessions instead of three).

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Military Nursing	ourse	Course Number: A0515				
1. Instructional goals of the co- civilians with current concepts, tre transitions into the new millennium enable them to effectively particip	nds and is n. The cou	sues affect urse provide	ing the delives participar	very of care as the nts with knowledge	military health and information	care system
Frequency of course offering p	er year	1			Yes	No
Current length of course in hou	ırs	35	7. Conve	ert to DL?	X	
Number of hours to be convert	ed	35	8. Enhan	ce?		X
Number of registered students		80				
Number of potential students to benefit from the course	hat could	2,200				
9. If item 8 = Yes, Specify		,				
Technology	Level 1	Level 2	Level 3	Level 4		
WBT		Х			1,7-1	
CBT						
VTT	Low		High			
Other						
Labor Hours Estimation Method	: Short _	XLong	Synchi	ronous		
Cost Data		,			•	
10. Total Cost Year One				\$112,550		
11. Total Cost Year Two				\$56,250		
12. Total Cost Year Three				\$56,250		
13. Total Cost Year Four				\$56,250		
14. Total Cost Year Five				\$56,250		
15. Total costs year 1 to 5 (Sun	of lines	10 through	14)	\$337,550		
16. Average cost, years 1 to 5 (D	ivide value	in line 15 l	hv 5)	\$67,510		
17. Total potential students over				11,000		
number of potential students [item	6 above]	by 5.)				
18. Average cost per potential (divide the value in line 15 by the			period.	\$31		
Additional Hardware/Software	Required					
Item:				Cost per unit	Total Cost	
		1-		1		
Proposed Enhancements		Cost				
		-				
Total Enhancement Costs						

Instructional Formats and Physical Training Requirements

Course Name: Military Nursing Practice Course

Course Number: A0515

% of Course Using this Instructional Format	Format	Description -	Physical Presence Required?
100%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves:	7
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
47	Shop Activity	Hands-on technical tasks/procedures.	?
**************************************	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Performance test -"paper"

Graphics

Performance test - hardware

Course Name: Military Nursing Practice Course Course Number: A0515 Length of course - number of hours of instruction: 34.5 Number of Registered Students: 80 Number of potential students that could benefit from this course: 2,200 Instructional goals of the course: To provide nurse clinicians and middle managers, active duty and civilians with current concepts, trends and issues affecting the delivery of care as the military health care system transitions into the new millennium. The course provides participants with knowledge and information that will enable them to effectively participate in the development of appropriate clinical practices. Frequency of Course Offering: Annual Continuing Education Credit Offered? Yes Number: 34.2 For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Detailed student records Self pacing Group training Test Security On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach Lecture / Text Learning to Mastery Live Presenters (quest speakers) Practice / drill Self study Structured Review Demonstration Feedback on performance Exhibit Remediation **Guided Discussion** Group activities/collaborative tasks Simulation (roll play, in-basket) Problem solving exercises **Testing Types** Objective knowledge tests Performance test hardware Essay Oral testing

Ciupino	2.05		1 1 1 1 1 1 1 1
2D graphics still	√	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	
Communications			
Audio		Open Discussion	
Indirect discourse		Question and answer opportunities	
Assigned reading			

No testing/Student course eval

Course Technology Match Table

Course Military Nursing Practice Course			Ted	hnologi		
Administrative Requirements	Check	CBT	WEB	VIT		
Self pacing						
Group training						
On-demand availability				JEC NI		
Open entry / open exit						
Detailed student records						
Test Security		The way of				
Multiple test forms						
Fraining / Instruction Approach	- Danier		STEEL STAFF			
Lecture / Text	1	- A		V	30.100 ***-5 *****	
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit						
Guided Discussion					<u> </u>	
Simulation - knowledge based						
Simulation - hardware						
Problem solving exercises						
Learning to Mastery						
Practice / drill						
Structured Review						
Feedback on performance						
Remediation						
Group activities/collaborative tasks						
Testing Types		. Jaki			717 14.22.	SETIMAN
Objective knowledge tests		COURT TO BEST TO	(1)			
Essay						
Performance test "paper" exercise						
Performance test – hardware simulation						
Performance test – hardware						
Oral testing		Farments, W				
No testing/Student course evaluation	1					
Graphics						
2D graphics still	J	Marie Control		Start & Cliffe governo		
3D graphics still						
2D animation		ļ				
3D animation						
2D interactive animation						-
3D interactive animation						
Pre recorded video /films						
Communications		<u> </u> 1.5544	\$15, E-4,			l Yanan
Audio		file of the state	CONTRACTOR OF THE PROPERTY OF		1. ***/*****	
Indirect discourse						
Assigned reading						
Open Discussion						
Question and answer opportunities						

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Military Nursing Practice Course	Course Number: A0515						
Asynchronous Course	٧	VEB Base	ed Trainii	ng			
Interactivity Factors	Level 1	Level 2	Level 3	Level 4			
Administrative Requirements							
Self pacing		>>>>>>	>>>>>>	>>>>>			
Group training							
On-demand availability		>>>>>>	>>>>>>	>>>>>			
Open entry / open exit		>>>>>>	>>>>>>	>>>>>			
Detailed student records		>>>>>>	>>>>>>	>>>>>			
Test Security		>>>>>>	>>>>>>	>>>>>>			
Multiple test forms			>>>>>>	>>>>>			
Training / Instruction Approach		1977 F37 B77 B78 B		A			
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>			
Live Presenters (guest speakers)							
Self study		>>>>>>	>>>>>>	>>>>>>			
Demonstration			>>>>>>	>>>>>			
Exhibit			>>>>>>	>>>>>>			
Guided Discussion							
Simulation – knowledge based		-	>>>>>>	>>>>>>			
Simulation - hardware							
Problem solving exercises			>>>>>>	>>>>>>			
Learning to Mastery		>>>>>>	>>>>>>	>>>>>>			
Practice / drill		>>>>>>	>>>>>>	>>>>>>			
Structured Review				>>>>>>			
Feedback on performance			>>>>>>	>>>>>>			
Remediation			>>>>>>	>>>>>			
Group activities/collaborative tasks							
Testing Types			Complete with a	Market State of the			
Objective knowledge tests	1000 - 1000 - 1000	>>>>>	>>>>>	>>>>>			
Essay							
Performance test –"paper" exercise			>>>>>>	>>>>>>			
Performance test – hardware simulation							
Performance test – hardware simulation							
Oral testing							
No testing/Student course evaluation		>>>>>>	>>>>>>	>>>>>>			
Graphics	√						
2D graphics still		>>>>>	>>>>>	>>>>>			
3D graphics still	V		>>>>>>	>>>>>			
2D animation			>>>>>>	>>>>>			
3D animation							
2D interactive animation				>>>>>			
3D interactive animation							
	44		>>>>>>	******			
Pre recorded video /films	146	J. Kat Parks No. 34	////////	>>>>>			
Communications Audio				Sed man .			
		>>>>>>	>>>>>	>>>>>			
Indirect discourse							
Assigned reading		>>>>>>	>>>>>	>>>>>			
Open Discussion	25/18/04 - 15/18/04/04/04/04						
Question and answer opportunities							

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Course Name: Military Nursing Practice Course		lumber: A		
Asynchronous Course	Con	nputer B	ased Trai	ining
Interactivity Factors	Level 1	Level 2	Level 3	Level 4
Administrative Requirements	Contract year			
Self pacing		>>>>>>	>>>>>>	>>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>>
Open entry / open exit		>>>>>>	>>>>>>	>>>>>>
Detailed student records				
Test Security				
Multiple test forms	to so t		>>>>>>	>>>>>>
Fraining / Instruction Approach				Alaman J
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>>
Demonstration			>>>>>>	>>>>>>
Exhibit	6 to 30 to 100 t		>>>>>>	>>>>>>
Guided Discussion	- (°)			
Simulation - knowledge based	121		>>>>>>	>>>>>>
Simulation - hardware	K***			
Problem solving exercises		>>>>>>	>>>>>>	>>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>>
Structured Review			>>>>>>	>>>>>>
Feedback on performance		>>>>>>	>>>>>>	>>>>>>
Remediation			>>>>>>	>>>>>>
Group activities/collaborative tasks	Minana C.			
Testing Types			521	
Objective knowledge tests	T TANKS TO THE TANKS THE	>>>>>>	>>>>>>	>>>>>>
Essay				
Performance test -"paper" exercise	A Dry. of the contraction of the		>>>>>>	>>>>>>
Performance test – hardware simulation	- 1			>>>>>>
Performance test – hardware	- F #			
Oral testing	, 6			
No testing/Student course evaluation	1	>>>>>>	>>>>>	>>>>>>
Graphics				
2D graphics still	1	>>>>>	>>>>>>	>>>>>>
3D graphics still			>>>>>>	>>>>>>
2D animation			>>>>>>	>>>>>>
3D animation	-111			>>>>>>
2D interactive animation	- 1			>>>>>>
3D interactive animation	· .			
Pre recorded video /films	i-/L		>>>>>>	>>>>>>
Communications				
Audio		>>>>>	>>>>>	>>>>>>
Indirect discourse				
Assigned reading		>>>>>>	>>>>>>	>>>>>>
Open Discussion				
Question and answer opportunities	Constant of the second			

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of De	velopmen	t Hours F	er Hour of Instru	ıction		
Course Name: Military Nursing Practice Cou	rse Media: W	eb Basec	1	Level: 2		
	Analysis	Design	Development	Implementation	Sums	
Percentage of Time Spent by Task Type by Level	0.40	0.20	0.25	0.15	Jajal v	
2 Multiply line 1 by average * hours				and the second second		
200	1,06	A STATE OF THE STA	or and a second	## ### ###############################		
3 Average hrs. per phase	80.00	40.00	50.00	30.00		
4 Adjustments ** for hours per phase. Use 1 for added time and for less time	0.30	0.50	0.80	0.30	To the second se	
5 Adjusted hrs. per phase. Multiply line 3 by line 4	24.00	20.00	40.00	9.00		
Total Labor Hours - sum across line 5			Company of the Compan		93.00	

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: Military Nursing Practice Course Media: CBT Multimedia Level: 2 Sums Analysis Design Development Implementation 1 Percentage of Time Spent by Task Type 0.40 0.20 0.25 0.15 by Level 2 Multiply line 1 by average * hours 3 Average hrs. per phase 80.00 40.00 50.00 30.00 4 Adjustments ** for hours per phase. Use 1._ for added time and ._ for less time 0.30 0.50 0.80 0.30 5 Adjusted hrs. per phase. Multiply line 3 24.00 20.00 40.00 9.00 by line 4 Total Labor Hours - sum across line 5 93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Web Based Training	27	
Cou	rse Name: Military Nursing Practice Course Course Number: A0515		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	35
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	24.2
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	112,297.50
	Do not use lines 7 to 12 for any costs that are to be shared,		Andrews (1)
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	0.00
13	Total Cost - Add lines 6 and 12.	\$	112,297.50
14	Number of potential students.	#	2,200
15	Average Cost Per Student Divide line 13 by line 14	\$	51.04

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: CBT Multimedia							
Co	urse Name: Military Nursing Practice Course Course Number: A0515							
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93					
2	Average hourly labor cost in dollars	\$	50.00					
3	Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00					
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	35					
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	24.2					
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	112,297.50					
	Do not use lines 7 to 12 for any costs that are to be shared.							
7	Infrastructure Costs	\$						
8	Recurring Costs	\$						
9	Delivery Labor Costs	\$						
10	Travel Costs	\$						
11	Miscellaneous Costs	\$						
12	Add line 7 to 12	\$	0.00					
13	Total Cost - Add lines 6 and 12.	\$	112,297.50					
14	Number of potential students.	#	2,200					
15	Average Cost Per Student Divide line 13 by line 14	\$	51.04					
		i i	4.6					

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Military Nursing Pr	actice Cou	rse	Course N	umber: A0	515
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT		X			
CBT					
VTT	Low		High		
Other					
Cost Factors		Values		Source	
1. Labor Hours Year 1		2251			chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		1125			rs reduced because 50% of the
3. Labor Hours Year 3		1125		course is s	table.
4. Labor Hours Year 4		1125			
5. Labor Hours Year 5		1125			
6. Subtotal		6752			
7. Average Labor Cost per hour		\$50			
Total labor cost over a 5 year p Multiply line 7 by line 6.	eriod.	\$337,590			
Additional Development Costs	By Year				
9. Cost year 1		\$0		Data to Su	pport Cost Analysis Worksheet
10. Cost year 2		\$0			
11. Cost year 3		\$0			
12. Cost year 4		\$0			
13. Cost year 5		\$0			
 Total additional costs. Sum lin and enter on line 14 	nes 9 to 13	\$0			
 Total Course Cost. Add lines and enter on line 15. 	8 and 14	\$337,590			,
 Average cost over 5 years. D by 5 and enter on line 16. 	ivide line	\$67,518			
17. Potential students year 1.		2200		From Cour	se Information Summary Sheet
18. Total potential students year 1 (multiply line 17 by 5 and enter on		11000			
 Average cost per student year (Divide line 15 by line 18 and ente 18) 		\$31		Round up	to the nearest whole dollar.

Army Nurse Corps Company Grade Leadership Course Conversion Analysis

ARMY NURSE CORPS COMPANY GRADE LEADERSHIP COURSE

Course Purpose

This course provides participants an interactive forum in which to develop their own personal framework for the AMEDD vision that supports leadership development. The stated purpose of the course is to prepare company grade nurse leaders to participate in the evolution of the military health care system.

Course Content Stability:

Low

The content of this course changes from year to year to reflect the changing needs of the Army and the leadership issues relevant to the Army Nurse Corps.

General Presentation Style:

Distributive/Collaborative

This course consisted of several lecture-style presentations, on-site visits to the Pentagon and Fort Detrick, and a small discussion group activity spread out over a 3-day period. During the discussion group periods, participants used the information that was presented to them during lectures to prepare a brief for Brigadier General Simmons on issues of concern and their possible solutions. The briefing took place on the final day of the course. It should be noted that this small discussion group/briefing activity was not included in the list of objectives for the course, nor was the time accounted for in the course schedule. However, because this seemed such an integral part of this course, it was included in our analysis. Finally, there were several scheduled 'networking events' in the form of working lunches and a dinner during which senior level nurses from various positions and branches of the military were available to answer questions and to offer career guidance.

Instructional Aids:

35mm and PowerPoint slides were used during lectures providing both visual aides and outlined information. A video was used to supplement one lecture. In addition, each of the instructors provided handouts with supplemental information relevant to the topic they were addressing.

Hands-on Activities:

None

Degree of Instructional Interaction

During lecture presentations, students asked questions looking for elaboration of the information presented. These questions tended to feed off of one another, at times opening up into a discussion among the students guided by the lecturer. During field trips, the students met with individuals who held several unique positions within the ANC, and were able to see first hand some of the labs and wards where their work was done. They were able to try some of the latest technological developments that are ready for testing in the field, and make contacts with the developers. The briefing exercise, in which groups of students prepared to brief the General about issues of their choosing, required a high degree of interactivity both among students as well as with the General.

Relevant Instructional Value:

High

This course provides a significant amount of information that is relevant to the professional performance of the attendees.

Recommendation

Do not convert to distance learning

Video Teletraining (VTT) was considered as a medium for this course. Although the cost of converting to VTT would represent substantial savings over the current method, it does not appear that the course objectives (formal and informal) could be accomplished by VTT. Specifically, the benefits gained from the small group interaction leading to the final briefing and the field trips involving interaction with senior nursing leaders could not be accomplished by distance learning. This course is a dynamic and highly interactive course whose goal of better preparing tomorrow's leaders is best delivered in real-time. The activities allow the students to go far beyond the basic learning of facts. They learn about career opportunities which must be acted upon today in order to experience them 10 years from now and be better prepared for the leadership roles in which many of them are already filling.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Army Nurse Corps Company Grad Leadership Course			Course Number: A0524					
Instructional goals of the copersonal framework for the AMEL						ch to deve	elop their own	
Frequency of course offering page 2.	ner vear	1				Yes	No	
3. Current length of course in ho		32	7 Conve	ert to DL?		163	X	
Number of hours to be conver		0	8. Enhar				X	
Number of registered students		47	O. Lima	100:		-	- ^ -	
Number of potential students to benefit from the course		40						
9. If item 8 = Yes, Specify								
Technology	Level 1	Level 2	Level 3	Level 4				
WBT	-							
CBT							2	
VTT	Low		High	X	VTT Cons	idered		
Other		1						
Labor Hours Estimation Metho	d: Short _	_ Long _	_ Synchro	nous X				
Cost Data								
10. Total Cost Year One				\$23,980				
11. Total Cost Year Two				\$15,980				
12. Total Cost Year Three				\$15,980				
13. Total Cost Year Four				\$15,980				
14. Total Cost Year Five				\$15,980				
15. Total costs year 1 to 5 (Sum of lines 10 through 14)				\$87,900				
16. Average cost, years 1 to 5 (D	Nivide value	in line 15 h	ov 5)	\$17,580		-		
17. Total potential students over number of potential students [item	a five year	period. (m	• •	200				
18. Average cost per potential (divide the value in line 15 by the	student or	ver 5 year p	period.	\$440				
Additional Hardware/Software	Required					•		
Item:				Cost per	unit	Total Cost		
Proposed Enhancements		Cost						
rioposeu Eimancements		CUST						
		1						
Total Enhancement Costs								

Instructional Formats and Physical Training Requirements

Course Name: Army Nurse Corps Company Grade Course Number: A0524

Leadership Course

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
55.54%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
3.12%	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
15.6%	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	7
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
10.92%	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	2
14.82%	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	3
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Army Nurse Corps Con	pany Grad	de Leadership Course			
Course Number: A0524					
Length of course - number of hours	of instruc	tion: 27.4 (32.05 actual)			
Number of Registered Students: 47					
Number of potential students that co	uld benefi	t from this course: 40			
Instructional goals of the course: To evolution of the military health care syst	prepare c		ate in the		
Frequency of Course Offering: Annu	al				
Continuing Education Credit Offered? Yes Number: 25					
For each item listed, check ✓ row	marked	"Check" if observed or document	ted.		
Administrative Requirements			Check		
Self pacing		Detailed student records			
Group training		Test Security			
On-demand availability		Multiple test forms			
Open entry / open exit		1			
Training / Instruction Approach					
Lecture / Text	1	Learning to Mastery	T		
Live Presenters (guest speakers)		Practice / drill			
Self study	 	Structured Review			
Demonstration		Feedback on performance	 		
Exhibit		Remediation			
Guided Discussion		Group activities/collaborative tasks	1		
Simulation (roll play, in-basket)			1		
Problem solving exercises	1				
Testing Types					
Objective knowledge tests	1	Performance test hardware			
Essay		Oral testing			
Performance test –"paper"	<u> </u>	No testing/Student course eval	1		
Performance test – hardware					
Graphics					
2D graphics still	1	3D animation			
3D graphics still		2D interactive animation			
2D animation		3D interactive animation			
		Pre recorded video /films	1		
Communications	Ya Ya		31,24		
Audio	Open Discussion				
Indirect discourse		Question and answer opportunities			
Assigned reading					
		A CONTRACTOR OF THE STATE OF TH	1		

Course Technology Match Table

Course Army Nurse Corps Company Grade			Technologies			
Leadership Course Administrative Requirements	Check	CBT	WBT	VTT		
Self pacing	CHECK	CBI	WO	A 1. 5 % (0	****	
Group training						
On-demand availability						
Open entry / open exit				los.		
Detailed student records				e 4		
		" real				
Test Security						
Multiple test forms			500	1		
Training / Instruction Approach Lecture / Text	\$\frac{1}{2}		8.7(Š\###			
	-					
Live Presenters (guest speakers)						
Self study						
Demonstration 5.4%						
Exhibit						
Guided Discussion						
Simulation – knowledge based						
Simulation - hardware						
Problem solving exercises	√					
Learning to Mastery				5/8/ ₂ 2		
Practice / drill				1		
Structured Review				70.5		
Feedback on performance				136		
Remediation						
Group activities/collaborative tasks	<u> </u>					
Testing Types	W .3	3.				
Objective knowledge tests						
Essay				p.294		
Performance test –"paper" exercise				4,100 1		
Performance test – hardware simulation				# H D H P H		
Performance test – hardware		f 1. 20 · 4.				
Oral testing						
No testing/Student course evaluation	1					
Graphics						
2D graphics still	_/					
3D graphics still						
2D animation						
3D animation						
2D interactive animation						
3D interactive animation						
Pre recorded video /films	1					
Communications				and substitute		
Audio						
Indirect discourse						
Assigned reading						
Open Discussion	1	1 2 2 12				
Question and answer opportunities						

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Course Name: Army Nurse Corps Company Grade Leadership Course	Course Number:	Course Number: A0524				
Synchronous Course	Video Te	letraining				
Interactivity Factors	Level 1 Low	Level 2 High				
Administrative Requirements						
Self pacing						
Group training		>>>>>>				
On-demand availability						
Open entry / open exit	Contract stress provide the Agency Agen					
Detailed student records	w					
Test Security		>>>>>>				
Multiple test forms		>>>>>>				
Training / Instruction Approach						
Lecture / Text	J	>>>>>				
Live Presenters (guest speakers)		>>>>>>				
Self study						
Demonstration		>>>>>>				
Exhibit		>>>>>>				
Guided Discussion		***************************************				
Simulation – knowledge based		>>>>>>				
Simulation - hardware		11111111				
Problem solving exercises	Michigan and management and an article and the lines.					
Learning to Mastery		•				
Practice / drill						
Structured Review	-					
Feedback on performance						
Remediation	-[[]					
Group activities/collaborative tasks						
Testing Types		√				
Objective knowledge tests	And the state of t					
Essay	199					
Performance test –"paper" exercise	-					
Performance test – paper exercise Performance test – hardware simulation	- 1					
Performance test – hardware simulation	-					
Oral testing No testing/Student course evaluation						
•	√	>>>>>				
Graphics						
2D graphics still	/	>>>>>>				
3D graphics still		>>>>>>				
2D animation 3D animation		>>>>>>				
		>>>>>>				
2D interactive animation	f And C. Calabra					
3D interactive animation						
Pre recorded video /films	√	>>>>>				
Communications						
Audio		>>>>>>				
Indirect discourse						
Assigned reading		>>>>>>				
Open Discussion	Appendix of the second	1				
Question and answer opportunities		1				

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Calculation of Synchronous Training Costs

Course Name: Army Nurse Corps Company Grade Leadership Course	Course Number: A0524		
Labor Costs			
<u>Development Cost</u> = (320 hrs.) x average hourly rate (\$50)	\$ 16,000		
Course Managers Studio Cost = (Total studio time + 1 hour for each day the course is offered) x number of times course is presented x average hourly rate (\$50)	\$ 3,700		
$\frac{\text{Non-local Labor Cost}}{\text{x (length of the course in days +1)}} \times \text{number of times}$ offered x average daily rate (\$400)	\$ O		
Moderator (\$400 per 8 hour day the course is taught)	\$ O		
<u>Local Labor Cost</u> = Number of local presenters x average hourly rate (\$50) X 2 X number of times course is offered.	\$ 3,800		
Total Labor Costs per session	\$ 23,500		
Additional Cost (any costs not captured above)			
Total Per Diem = (length of course in days plus one travel day x number of non-local presenters) x (local daily per diem rate) x number of time the course will be presented.	0		
<u>Total Airfare</u> = (Average Round Trip Airfare x number of non-local presenters) x number of times the course will be presented.	0		
Total dollar amount paid as honorariums.	\$ 480		
(Other)			
Total Estimated Cost: Add Total Per Diem, Air Fai Costs.	re, Labor Costs, and Additional		
Total Labor Costs	\$ 23,500		
Total Per Diem	\$ 0		
Total Airfare	\$ 0		
Total paid as honorariums	\$ 480		
TOTAL COURSE COST Year 1	\$ 23,980		
Potential Students	40		
Cost Per Student = Total course costs divided by potential number of students.	\$ 600		

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Army Nurse Corps Leadership Course	Company	Grade	Course No	umber: A05	524
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT					
СВТ					
VTT	-ow	<u> </u>	High X		
Other					
Cost Factors		Values		Source	
Labor Hours Year 1		470		Course Te	chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		310		1	, additing a dottor of about
3. Labor Hours Year 3		310		1	
4. Labor Hours Year 4	1 7 10	310		1	
5. Labor Hours Year 5		310		1	
6. Subtotal		1710			
7. Average Labor Cost per hour		\$50			
Total labor cost over a 5 year pe Multiply line 7 by line 6.	eriod.	\$85,500			
Additional Development Costs	By Year	•			
9. Cost year 1		\$480		Data to Su	pport Cost Analysis Worksheet
10. Cost year 2		\$480			
11. Cost year 3		\$480			
12. Cost year 4		\$480			
13. Cost year 5		\$480			
 Total additional costs. Sum lin and enter on line 14 	es 9 to 13	\$2,400			
15. Total Course Cost. Add lines 8 and enter on line 15.	3 and 14	\$87,900			
 Average cost over 5 years. Div by 5 and enter on line 16. 	ide line	\$17,580			
17. Potential students year 1.		40		From Cour	se Information Summary Sheet
18. Total potential students year 1 (multiply line 17 by 5 and enter on I	to 5 ine 18)	200			
19. Average cost per student year(Divide line 15 by line 18 and enter 18)		\$440		Round up t	to the nearest whole dollar.

ARMY MEDICAL SPECIALIST CORPS EXECUTIVE MANAGEMENT COURSE Conversion Analysis

AMSC Medical Specialist Corps Executive Management Course

Course Purpose:

The purpose of the course was to provide knowledge and tools to allow AMSC Senior Leaders to incorporate the Surgeon General's goals (insuring readiness, designing organization, managing care, valuing people, and leveraging technology) in strategically positioning the Corps for mission accomplishment in the 21st Century.

Course Content Stability:

Low

The course is presented alternate years with a content selected to meet current course focus/objectives and needs. As such, it is almost entirely dynamic and subject to change.

General Presentation Style:

Distributive

This course was delivered using lecture, seminar, or a combination of these formats. The majority of the sessions, while falling within the definition of a lecture (one instructor to many learners), were structured to encourage and facilitate a highly interactive discussion and question and answer environment. The information provided in the educational sessions was used to foster skills that were subsequently implemented during the group activity sessions.

Instructional Aids:

A combination of overhead slides, computer-generated slides, videotapes, and handouts supported presentation of the course materials.

Hands-on Activities:

Heavily interactive group activities designed to use problem-solving, conflict-resolution, and other leadership skills presented during the course were conducted. These sessions, while not incorporating training with equipment or tools, could be considered to meet the definition of a "hands-on" experience facilitating practical experience using the skills taught in the course.

Degree of Instructional Interaction

A high level of interaction was demonstrated, both during the lecture sessions and the group activities. Questions and discussions during the sessions tended to incorporate real-world situational problems and issues and an exploration of the means by which the content of the specific presentation might be utilized to address the problem or issue.

Relevant Instructional Value:

High

The course had well-written behavioral objectives that were adhered to during the course. All material was extremely appropriate to military leaders at the level in attendance.

Recommendation

Do not convert.

This course, through utilization of the AMSC node of the AMEDD Knowledge Management Network, is currently incorporating distance learning concepts by maximizing continued participation of students in the ongoing Corps strategic planning and problem-solving activities initiated during the course. It should also be noted that pre-course activities involving problem-identification by course participants was planned, but logistical problems within the Network prevented its implementation. In addition, VTC was utilized to allow participation of the Surgeon General of the Army directly from his office in the D.C. area to the course site. It is clear that the planners of this course are already aware of, and are appropriately incorporating, distance learning concepts in course execution. The only conversion media considered was VTC. However, the current cost per student (\$840) is less than the cost to convert (\$1,742). In addition, it is doubtful if all course objectives could be adequately met with any distance learning format.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Army Medical Specialist Corps Executive Management Course Course			Course N	Course Number: A 0624			
Instructional goals of the co AMSC Senior Leaders to incorpormanaging care, valuing people, a accomplishment in the 21st Centum	ate the Sund leverag	rgeon Gene	eral's goals	(insuring readiness	s, designing or	ganization,	
Frequency of course offering p	or vear	111			Yes	No	
3. Current length of course in hou	•	36	7. Conve	ert to DL2	163	X	
Number of hours to be convert	•			ce?		X	
Number of registered students		50	0. 2				
	6. Number of potential students that could 50						
benefit from the course							
9. If item 8 = Yes, Specify							
Technology	Level 1	Level 2	Level 3	Level 4			
WTB							
СВТ							
VTT	Low		High				
Other							
Labor Hours Estimation Method	: Short _	Long_	Synchro	nous X			
Cost Data							
10. Total Cost Year One	Г	Τ		\$132,366			
11. Total Cost Year Two				\$75,766			
12. Total Cost Year Three				\$75,766			
13. Total Cost Year Four				\$75,766			
14. Total Cost Year Five				\$75,766			
15. Total costs year 1 to 5 (Sur	n of lines	10 through	14)	\$435,430			
16. Average cost, years 1 to 5 (D	ivide value	in line 15 l	oy 5)	\$87,086			
17. Total potential students over number of potential students [item			ultiply the	250			
18. Average cost per potential (divide the value in line 15 by the			period.	\$1,742			
Additional Hardware/Software	Required						
Item:				Cost per unit	Total Cost		
Proposed Enhancements		Cost					
Total Enhancement Costs							

¹ The course is offered on a bi-annual basis.
² The current cost per student is \$840

Instructional Formats and Physical Training Requirements

Course Name:	Course Number:
Army Medical Specialist Corps Executive	A 0624
Management Course	

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
50%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
50%	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	***************************************
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
U-1)-61-3-3-4-4-4-3-3-4-4-4-4-4-4-4-4-4-4-4-4-	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	2
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Army Medical Specialist	Corps Exe	ecutive Management Course	
Course Number: A 0624	****		
Length of course - number of hours	of instruct	ion: 36	
Number of Registered Students: 50	•		
Number of potential students that co	uld benefit	from this course: 50	
Instructional goals of the course: The to allow AMSC Senior Leaders to incorp designing organization, managing care, positioning the Corps for mission accom	purpose operate the S	f the course was to provide knowledge Surgeon General's goals (insuring readil ople, and leveraging technology) in stra	ness,
Frequency of Course Offering: Every	other year		
Continuing Education Credit Offered	? Yes	Number: 28	
_			
For each item listed, check ✓ row		'Check" if observed or document	
Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			
Lecture / Text	1	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration		Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	1
Simulation (roll play, in-basket)			
Problem solving exercises	1		
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test – "paper"		No testing/Student course eval	1
Performance test – hardware			
Graphics		Lase Manusher of Control	I Samuel Samuel
2D graphics still	1	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	i i
		Pre recorded video /films	1
Communications	1 1 2.		
Audio	1	Open Discussion	1
Indirect discourse		Question and answer	
Assigned reading			

Course Technology Match Table

Course: Army Medical Specialist Corps Exe Management Course	Technologies					
Administrative Requirements	Check	CBT	WBT	VTT		11878
Self pacing	- 000 (see)	7, 756, 7,		15 10 tan market 6	985 97.724	2.0004
Group training						
On-demand availability						
Open entry / open exit				4. "W;		
Detailed student records				tunt i		
Test Security				-		
Multiple test forms				+		
		1.0.000A			- 24 75	
Lecture / Text	1	11-888897	<u> </u>	5 000003 1.2574		
Live Presenters (guest speakers)						
Self study						
Demonstration				-		
Exhibit						
Guided Discussion						
Simulation – knowledge based						
Simulation - hardware						
Problem solving exercises						
Learning to Mastery						
Practice / drill			-	F 45		
Structured Review						
Feedback on performance						
Remediation						
Group activities/collaborative tasks	1					
Testing Types	4,480 N 36		300		<u> </u>	19.4
Objective knowledge tests	1.5			T	1	on Parking
Essay						
Performance test –"paper" exercise				To.		
Performance test – hardware simulation				-		
Performance test – hardware				- Ç		
Oral testing						
No testing/Student course evaluation						
		£: ' 6891'69	SESSE CONTRACTOR	1 3982 - 1979		40000
2D graphics still			1		I	4
3D graphics still				+		
2D animation				-		
3D animation						
2D interactive animation						
3D interactive animation			-	-		
Pre recorded video /films						
			i jeun in		.guigib 18	
Audio	Committings:		1000 (1997 (1996)	1199	GMIGRALES .	<u>10 11 31</u>
Indirect discourse						
Assigned reading						
Open Discussion						
Question and answer opportunities	V					-

If the course requires any of the factors indicated by a black box on the technology side, then this technology should not be used for the course.

Technology Interactivity Factors

Course Name: Army Medical Specialist Corps Executive Management Course	Course Number: A 0624			
Synchronous Course	Video Te	eletraining		
Interactivity Factors	Level 1 Low	Level 2 High		
Administrative Requirements	See			
Self pacing				
Group training		>>>>>>		
On-demand availability		general and the second		
Open entry / open exit	6			
Detailed student records	g. Alt To To To To Serve, sympetre Problemse			
Test Security		>>>>>>		
Multiple test forms		>>>>>>		
Training / Instruction Approach				
Lecture / Text	1	>>>>>>		
Live Presenters (guest speakers)		>>>>>>		
Self study				
Demonstration		>>>>>>		
Exhibit		>>>>>>		
Guided Discussion				
Simulation – knowledge based		>>>>>>		
Simulation - hardware				
Problem solving exercises	A 1808 electrolises (sees subsequence Min) (se	1		
Learning to Mastery				
Practice / drill	* < *			
Structured Review				
Feedback on performance				
Remediation				
Group activities/collaborative tasks	at comments devices between the state of the	1		
Objective knowledge tests		380, a (40, 40, 40, 40, 40, 40, 40, 40, 40, 40,		
Essay				
Performance test - "paper" exercise				
Performance test – hardware simulation	*.			
Performance test – hardware	2			
Oral testing	\$ <u>0</u>			
No testing/Student course evaluation		>>>>>>		
Graphics				
Graphics 2D graphics still	<u>√</u>	>>>>>>		
3D graphics still	<u> </u>	>>>>>>		
2D animation		>>>>>>		
3D animation		>>>>>>		
2D interactive animation				
3D interactive animation	E			
Pre recorded video /films		>>>>>		
	◀			
Communications	i			
Audio		>>>>>		
Indirect discourse				
Assigned reading		>>>>>		
Open Discussion	Process of the state of the sta	√		
Question and answer opportunities				

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Data Required to Calculate Time and Cost of Synchronous Training

Course Name: Army Medical Specialist Corps Course Number: A 0624 **Executive Management Course** Data Required: Time and Cost of Synchronous Training - VTT Level of Interactivity: Low High X Number of time the course is to be offered If interactivity is high then: divide the # 3 sessions number of participants by 20 to determine the number of times the course should be offered. If interactivity is low then the number of times the course is offered = 1 Length of the course in days. # 5 per session Length of the course in contact hours to be converted. # 36 Total Studio Time = Course length in hours # 36 Total number of presenters. # 13 Number of non-local presenters. # 8 Total dollar amount paid as honorariums. \$ \$6,720 Local daily per diem rate. \$ \$127 Amount spent on presenter air fare (From Course administrators survey.) \$ \$2,100 Salary, average daily rate, assume average 8 hour day (military and goyt, civilian) = \$ \$400 Average hourly rate = \$50 \$ \$50 Current number of registered students. # 50 Potential number of students. # 50 # 320 Preparation and planning time (average = 320 hours.)

Calculation of Synchronous Training Costs

Course Name: Army Medical Specialist Corps Executive Management Course	Course Number: A 0624
Labor Costs	
$\frac{\text{Development Cost}}{\text{($50)}} = \text{(320 hrs.) x average hourly rate}$	\$16,000
Course Managers Studio Cost = (Total studio time + 1 hour for each day the course is offered) x number of times course is presented x average hourly rate (\$50)	\$6,150
$\frac{\text{Non-local Labor Cost}}{\text{Non-local presenters}} = \text{Number of non-local presenters}$ x (length of the course in days +1) x number of times offered x average daily rate (\$400)	\$57,600
Moderator (\$400 per 8 hour day the course is taught)	\$1,800
<u>Local Labor Cost</u> = Number of local presenters x average hourly rate (\$50) X 2 X number of times course is offered.	\$1,500
Total Labor Costs per session	\$83,050
Additional Cost (any costs not captured above)	
Total Per Diem = (length of course in days plus one travel day x number of non-local presenters) x (local daily per diem rate) x number of time the course will be presented.	\$6,096
<u>Total Air Fare</u> = (Average Round Trip Air Fare x number of non-local presenters) x number of times the course will be presented.	\$6,300
Total dollar amount paid as honorariums.	\$6,720
(Other)	
Total Estimated Cost: Add Total Per Diem, Air Fa Costs.	re, Labor Costs, and Additional
Total Labor Costs	\$83,050
Total Per Diem	\$6,096
Total Air Fare	\$6,300
Total paid as honorariums	\$6,720
TOTAL COURSE COST Year 1	\$102,16 6
Potential Students	50
Cost Per Student = Total course costs divided by potential number of students.	\$2,043

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Army Medical Spe Executive Management Course	ecialist Corp	os .	Course N	umber: A 0	624
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT					
СВТ					
VTT	Low		High X		
Other					
Cost Factors		Values		Source	
Labor Hours Year 1		2265			chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		1133		-	,
3. Labor Hours Year 3		1133		1 -	
4. Labor Hours Year 4		1133			
5. Labor Hours Year 5		1133		1	
6. Subtotal		6795	4		
7. Average Labor Cost per hour		\$50			
8. Total labor cost over a 5 year p Multiply line 7 by line 6.	eriod.	\$339,750			
Additional Development Costs	By Year				
9. Cost year 1		\$19,116		Data to Su	pport Cost Analysis Worksheet
10. Cost year 2		\$19,116			
11. Cost year 3		\$19,116			
12. Cost year 4		\$19,116			
13. Cost year 5		\$19,116			
14. Total additional costs. Sum li and enter on line 14	nes 9 to 13	\$95,580			
15. Total Course Cost. Add lines and enter on line 15.	8 and 14	\$435,330			
16. Average cost over 5 years. D 15 by 5 and enter on line 16.	ivide line	\$87,066			
17. Potential students year 1.		50		From Cour	se Information Summary Sheet
18. Total potential students year (multiply line 17 by 5 and enter on		250			
19. Average cost per student yea (Divide line 15 by line 18 and ente 18)		\$1,741		Round up t	to the nearest whole dollar.

AMSC Combat Casualties and Humanitarian Missions Course Conversion Analysis

SUPPORT OF COMBAT CASUALTY CARE AND HUMANITARIAN MISSION

Course Purpose:

To introduce participants to a wide variety of deployment missions and environments, and to assist them in planning for their participation in future deployments.

Course Content Stability:

Low

This course focuses on presenting the latest relevant information. Each year, different speakers discuss their recent deployment experiences. In addition, experts discuss current operations and world threats.

General Presentation Style:

Distributive/Interactive

The majority of this course was delivered using a lecture format with opportunity for questions and answers. For each of the primary attending groups (Dietitians and Physical Therapists), there was an activity in which direct involvement of the students was required.

Instructional Aids:

35mm slides were used by approximately 65% of the speakers. 50% relied on overhead/PowerPoint during their presentations. Special Equipment was used for demonstrations in about 5% of the activities.

Hands-on Activities:

Minor (constructing a Middle Upper Arm Circumference (MUAC) tape to assess malnutrition).

Degree of Instructional Interaction:

There was for the most part a high degree of dialogue between presenters and participants during the didactic portions. Participants not only asked questions of the speakers, but also offered their perspectives and experiences as related to a specific content area.

Relevant Instructional Value:

High

The entire course was structured to introduce participants to a wide variety of deployment missions and environments and to assist them in planning for their participation in deployments in the future.

Recommendation:

Do not convert to a Distance Learning format.

While the basic content of each didactic session could be presented via distance learning, the group dynamics significantly enhanced the educational experience of these sessions. There were several activities ("Do a Lot with a Little" brainstorming; a group deployment exercise) that relied on group participation for success. Furthermore, a hands-on demonstration and practice of special deployment equipment enabled the students to practice and become familiar with equipment that is not readily available to them unless deployed.

There would be value in providing the information presented by the speakers to a wider audience via a distance learning technology. Analysis has shown that 38 hours (73%) of this course could be converted to Web Based Training. Although the educational experience would not be comparable, it would be valuable. While the course is not recommended for conversion consideration may be given to providing a distance learning alternative to the 96% of potential participants not in attendance who could benefit from much of the information provided. Actual time per student spent on such a course would be considerably less that 35 hours given that dietitians and physical therapists would follow different tracks. The Alternative provided is for informational purposes only and does not constitute a recommendation to convert.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: <u>ALTERNATIVE</u> : AMSO Casualties and Humanitarian Missions		Cou	urs	e Num	ber:	A0630		
Instructional goals of the cou and physical therapist of domestic, joir course promotes understanding of mili (MOOTW), and develops understanding	nt, and inte tary missio	rnational i ns in war	n a and	wide v d milita	ariety ry ope	of deployed erations other	l environments. er than war	The
health care under battlefield conditions								y or
2. Frequency of course offering po	er year:	# 1					Yes	No
3. Current length of course in hour		# 35	7.	Cor	nvert t	o DL?		X
4. Number of hours to be converted		# 35	8.	Ent	nance	?		X
5. Number of registered students		# 80	_					
6. Number of potential students th								
could benefit from the course		# 2000						L
0 If itom 9 - Vos Specify:								
9. If item 8 = Yes, Specify: Technology	Level 1	Level	2	Leve	٦ ٦	Level 4	Γ	
WBT	LCVCII	X	_	LCV	71 0	LCVC1 4		
CBT								
VIT	Low	1		High				
Other				,g,				·
Labor Hours Estimation Method:	Short_X	_ Long	_	Sync	hron	ous		
	С	ost Data	1					
10. Total Cost Year One						3,925		
11. Total Cost Year Two						3,925		
12. Total Cost Year Three						3,925		
13. Total Cost Year Four						3,925		
! 4. Total Cost Year Five						3,925		
15. Total costs year 1 to 5 (Sum	of lines	10 throu	gh	14)	\$ 56	9,625		
46 Average and vices 4 to 5 (div	مدامد مادند	in line 45	· h.		C 44	2.005		
16. Average cost, years 1 to 5 (div) Dy	(5)	\$ 11	3,925		
 Total potential students over a (multiply the number of potential) 	•	•	ah	ovo)				
by 5.)	ai Student	tudents (item o above)			# 10	000		
18. Average cost per potential s	tudent ov	er 5-vea	r		" 10	,000		
period.								
(divide the value in line 15 by t	he value i	n line 17))		\$ 57			
Additio	nal Hardy	ware/Sof	twa	are R	equire	ed		
Item:					Cos	t per unit	Total Cost	
Proposed Enhancement(s)	Cost							
	\$							
	\$							
	\$							
Total Enhancement Costs	\$							

Instructional Formats and Physical Training Requirements

Course Name: Alternative: AMSC Combat
Casualties and Humanitarian Missions Course

Course Number: A0630

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
100%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	7
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures:	3
1	Lab Activity	Hands-on laboratory tasks/procedures.	?

Note: For this alternative, assume 11 hours common core instruction and 12 hours each of focused instruction for dietitians and physical therapists. Level of interactivity is set at Level 2. Web Based Training would be used due to the large number of potential authors (currently presenters). Assume that 100% of the content will change each year.

Course Information Summary Sheet

Course Name: ALTERNATIVE: AMSC Combat Casualties and Humanitarian Missions Course

Course Number: A0630

Length of course - number of hours of instruction:

Number of Registered Students: 80

Number of potential students that could benefit from this course; 2000

Instructional goals of the course: To enhance the overall military readiness of military dietitians and physical therapist of domestic, joint, and international in a wide variety of deployed environments. The course promotes understanding of military missions in war and military operations other than war (MOOTW), and develops understanding of the strategic planning required for assessment and delivery of health care under battlefield conditions, MOOTW, and humanitarian and disaster relief missions.

Frequency of Course Offering: Once a year

Continuing Education Credit Offered? Yes Number: 29.5

For each item listed, check ✓ row marked "Check" if observed or documented.

Administrative Requirements	Check		Check
Self pacing		Detailed student records	
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach	di Assid		
Lecture / Text	X	Learning to Mastery	
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration		Feedback on performance	
Exhibit		Remediation	
Guided Discussion		Group activities/collaborative tasks	
Simulation (roll play, in-basket)			
Problem solving exercises			
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay	1	Oral testing	
Performance test – "paper"		No testing/Student course eval.	Х
Performance test – hardware			
Graphics 4 5 5	.		
2D graphics still	Х	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	
Communications	음살 일 사		
Audio		Open Discussion	
Indirect discourse		Question and answer	
mairect discourse			

Short Worksheet: Development Time

s Course evel: 2 n Sums
evel: 2
n Sums
22. 79
1277
1000
A A A
9.0
77
44.484
150
- 1
4.7
(3) No.
93
_

^{*} Average hours per hour of instruction

** Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

KINTXXII	Course Cost Estimation worksneet Course Cost Estimate Worksheet: Web Based Training								
AMS	rse Name: ALTERNATIVE: C Combat Casualties and anitarian Missions Course	Course Number: A							
1	Write the sum from Refined Estimated number of hrs. per hr. of	•	Hrs. 93						
2	Average hourly labor cost in dollars	s	\$ 50						
3	Multiple line 1 by line 2 and put the	e results on line 3.	\$ 4650						
4	Actual number of classroom equiva- converted or developed.		Hrs. 35						
5	Compression: If conversions to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5								
6	Multiply line 3 by line 5 if a conversion asynchronous delivery OR line 3 beconversion to asynchronous deliver on line 6.	y line 4 if not a	\$ 113,925						
7.77	Do not use lines 7 to 12 for an	y costs that are to	he shared						
442		AND THE PARTY NAMED IN	10.7 h. p. c.						
7	Infrastructure Costs		\$						
7 8			Taraba and American						
	Infrastructure Costs		\$						
8	Infrastructure Costs Recurring Costs		\$						
8	Infrastructure Costs Recurring Costs Delivery Labor Costs		\$ \$ \$						
8 9 10	Infrastructure Costs Recurring Costs Delivery Labor Costs Travel Costs		\$ \$ \$						
8 9 10	Infrastructure Costs Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs		\$ \$ \$ \$						
8 9 10 11 12	Infrastructure Costs Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12		\$ \$ \$ \$ \$ \$ \$ \$						
8 9 10 11 12 13	Infrastructure Costs Recurring Costs Delivery Labor Costs Travel Costs Miscellaneous Costs Add line 7 to 12 Total Cost - Add lines 6 and 12.		\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$						

Cost Estimate for a Single Course Over a Five Year Period

Course Name: Alternative: AMS Casualties and Humanitarian Mission	C Con	nbat			urse Numb	er: A0630	
Technology Selected	Leve	11	Level	2	Level 3	Level 4	
WBT			Х				
CBT							
VTT	Low				High		
Other							
Cost Factors			Values			Sourc	Δ
1. Labor hours year 1		22	78.5			Octiv	<u> </u>
2. Labor hours year 2			78.5		Course T	echnology M	latch Table
3. Labor hours year 3			78.5				ity Factors Table
4. Labor hours year 4			78.5		- 100111010	gy micraolivi	ity r dotors rabio
5. Labor hours year 5			78.5		-		
6. Subtotal			3,925		-		
7. Average labor cost		\$ 5					
8. Total labor Cost over 5-yr. pe	riod						
Multiply line 6 by line 7	nou.	\$ 5	69,625				
Additional Development/ Deliv	erv Co	ost	By Yea	r			
9. Cost year 1	.,	\$ (•	Data to S Workshee	upport Cost	Analysis
10. Cost year 2		\$ ()				
11. Cost year 3		\$ ()				
12. Cost year 4		\$ ()				
13. Cost year 5		\$ ()				
14. Total Additional Costs. Sum lines 9 to 13 and enter of line 14	on	\$ ()				
15. Total Course Cost. Add lines 8 and 14 and enter line 15	on	\$ 5	596,625				
 Average cost over 5 years. Divide line 15 by 5 and enter line 16. 	on	\$ ^	113,925				
17. Potential students year 1		20	000		From Cou Sheet	ırse Informa	tion Summary
18. Total potential students year 5 (multiply line 17 by 5. and enter on line 18)		10	,000				
 Average cost per student yr. (divide line 15 by line 18 enter on line 19) 		\$ 5	57		Round up	to the near	est whole dollar

91B Multisystem Trauma Short Course Conversion Analysis

91B MULTISYSTEM TRAUMA SHORT COURSE

Course Purpose:

To enhance the medical NCO's capabilities by presenting valuable, up-to-date information on multiple system trauma treatment and management, establish common approaches to similar issues related to trauma, and exchange state-of-the-art information and current trends within the entire spectrum of emergency medical providers.

Course Content Stability:

Low

As medicine changes with new ideas and technology, the material presented is the most current to date.

General Presentation Style:

Distributive

The course was primarily lecture format with an opportunity for questions and answers.

Instructional Aids:

The majority of the speakers used PowerPoint slides or a 35mm slide projector to support their presentations. A significant portion of the speakers also provided the students with handouts. In addition, there was limited use of video (10%).

Hands-on Activities:

None

Degree of Instructional Interaction

There was an opportunity to ask questions following most of the presentations. Although few questions were asked, when they occurred, the exchanges were informational.

Relevant Instructional Value:

High

This course provides a significant amount of information, but with a goal of making the listeners familiar with the topic. Should the students wish to apply any of the information that was provided, it is doubtful that this could be wisely accomplished without further researching the topic independently.

Recommendation

Convert to Web Based Training.

The instructional value of this course would benefit from delivery on a distance learning technology that allowed for one-to-many communications, and an asynchronous delivery. Since approximately 90% of the course can change on an annual basis, the best mode of delivery would be Web Based Training, although Computer Based Training could also be utilized. Currently, this course is offered every two years at an estimated cost (by the Course Administrator) of \$158,000. Even if the course had to be completely updated each year, converting to Web Based training would result in savings of over \$37,000 over the two-year period. If the course had to be updated every two years, the savings would double. Offering the course over the web would make it available to everyone in the MOS. If everyone in the MOS took the course over a five-year period, the average cost per student would be only \$20. If everyone took the course in one year, the cost would only be \$4 per student!

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: 91 B Multisyste Course	Short	Course N	Number: A0711			
Instructional goals of the copersonal framework for the AME					which to deve	lop their own
Frequency of course offering	ner vear	[1			Yes	No
3. Current length of course in ho		19	7. Conve	art to DL2	X	NO
4. Number of hours to be conver		19	8. Enhar		^	X
5. Number of registered students		448	O. Limai	ice :		
Number of potential students benefit from the course		15,224				
9. If item 8 = Yes, Specify					*	
Technology	Level 1	Level 2	Level 3	Level 4		
WTB		X				
CBT						
VTT	Low		High			
Other						
Labor Hours Estimation Metho	d: Short _)	Long	Synch	ronous		
Cost Data						
10. Total Cost Year One				\$61,845		
11. Total Cost Year Two				\$61,845		
12. Total Cost Year Three				\$61,845		
13. Total Cost Year Four				\$61,845		
14. Total Cost Year Five				\$61,845		
15. Total costs year 1 to 5 (Sui	m of lines	10 through	14)	\$309,225		
16. Average cost, years 1 to 5 (I	Divide value	in line 15 l	by 5)	\$61,845		
17. Total potential students over				15,224	* This a	ccounts for
number of potential students [iter						e in the MOS
18. Average cost per potential (divide the value in line 15 by the			period.	\$20		
Additional Hardware/Software	Poquirod					
Item:	Nedausa			Cost per unit	Total	
item.				Cost per unit	Cost	
		10				
Proposed Enhancements		Cost				
T-4-1 F-1 (C.)						
Total Enhancement Costs					- E.O.	

Instructional Formats and Physical Training Requirements

Course Name: 91B Multisystem Trauma Short
Course

Course Number: A0711

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
100%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	7
ANTECOTYPY / COLOR for posterior designation of the color	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	7
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	3
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: 91B Multisystem Trauma Short Course Course Number: A0711 Length of course - number of hours of instruction: 19 Number of Registered Students: 448 Number of potential students that could benefit from this course: 15,221 (entire career field) Instructional goals of the course: To enhance the medical NCO's capabilities by presenting valuable, up-to-date information on multiple system trauma treatment and management, establish common approaches to similar issues related to trauma, and exchange state-of-the-art information and current trends within the entire spectrum of emergency medical providers. Frequency of Course Offering: Bi-annual Continuing Education Credit Offered? Yes Number: 31.4 For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Self pacing Detailed student records Group training Test Security On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach Lecture / Text Learning to Mastery Live Presenters (quest speakers) Practice / drill Self study Structured Review Demonstration Feedback on performance Exhibit Remediation **Guided Discussion** Group activities/collaborative tasks Simulation (roll play, in-basket) Problem solving exercises Testing Types Objective knowledge tests Performance test hardware Oral testing Essay No testing/Student course eval Performance test -"paper" Performance test - hardware Graphics 2D graphics still 3D animation 3D graphics still 2D interactive animation 2D animation 3D interactive animation Pre recorded video /films Communications Audio Open Discussion Question and answer opportunities Indirect discourse Assigned reading

Course Technology Match Table

Course: 91B Multisystem Trauma Short Cours				chnolog		
Administrative Requirements	Check	CBT	WBT	VTT	Se sakekanisi	
Self pacing						
Group training						
On-demand availability						
Open entry / open exit						
Detailed student records						
Test Security		\$ 8				
Multiple test forms						
Training / Instruction Approach		J. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	(M. a. 1	2.35.2.39		198
Lecture / Text	1				X	
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit	 			 		<u> </u>
Guided Discussion	1				-	
Simulation - knowledge based			1			
Simulation - hardware	+					
Problem solving exercises	-				1	
Learning to Mastery						
Practice / drill				patte.		
Structured Review						
Feedback on performance						
Remediation				-		
Group activities/collaborative tasks						-
Testing Types						100
Objective knowledge tests	The same of the sa		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1151		Ť .
Essay						-
Performance test "paper" exercise				Service and Service		
Performance test – hardware simulation				- 1		-
Performance test – hardware						
Oral testing						
No testing/Student course evaluation	1					-
Graphics		**************************************		2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		1,172
2D graphics still	1	**************************************			.048.00 mm = 1 ma.e.	72.5
3D graphics still						
2D animation						
3D animation					 	
2D interactive animation						
3D interactive animation				F		
Pre recorded video /films	1					
Communications	- 1880A			4 () () () () () () () () () (Sprije.
Audio	Andrew ANGLE	1	y,' 'aran	um mozeris (*	708%,X V	1
Indirect discourse						
Assigned reading						
Open Discussion					-	-
Question and answer opportunities		Show a second				-

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Short Course	14	IED Das	ad Tue!:::	
Asynchronous Course Interactivity Factors	Level 1	Level 2	ed Traini Level 3	ng Level
		Level 2	Level 3	Level
Administrative Requirements				
Self pacing		>>>>>>	>>>>>>	>>>>>
Group training				
On-demand availability		>>>>>>	>>>>>>	>>>>>
Open entry / open exit		>>>>>>	>>>>>	>>>>>
Detailed student records		>>>>>>	>>>>>	>>>>>
Test Security		>>>>>	>>>>>	>>>>>
Multiple test forms			>>>>>>	>>>>>
raining / Instruction Approach》				(25
Lecture / Text	1	>>>>>>	>>>>>>	>>>>>
Live Presenters (guest speakers)				
Self study		>>>>>>	>>>>>>	>>>>>
Demonstration			>>>>>>	>>>>>
Exhibit	Lah		>>>>>>	>>>>>
Guided Discussion	en:			
Simulation – knowledge based	10	15	>>>>>>	>>>>>
Simulation - hardware	150 150			
Problem solving exercises	6.		>>>>>>	>>>>>
Learning to Mastery		>>>>>>	>>>>>>	>>>>>
Practice / drill		>>>>>>	>>>>>>	>>>>>
Structured Review				>>>>>
Feedback on performance	· ; :		>>>>>>	>>>>>
Remediation			>>>>>>	>>>>>
Group activities/collaborative tasks	r.C.		***************************************	
Testing Types	. 100	A STATE OF THE PARTY OF THE PAR	78m - 770 / 770	*C3856555
Objective knowledge tests		>>>>>		T
		*************	>>>>>>	>>>>>
Essay	, *janu unununung*			
Performance test –"paper" exercise	800		>>>>>>	>>>>>
Performance test – hardware simulation	100 30			
Performance test – hardware	J. &			
Oral testing	L ,			
No testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>
Graphics		PRODUCTION (Jane -
2D graphics still	1	>>>>>>	>>>>>>	>>>>>
3D graphics still			>>>>>>	>>>>>
2D animation	E STATE OF THE STA		>>>>>>	>>>>>
3D animation				>>>>>
2D interactive animation	1			>>>>>
3D interactive animation				
Pre recorded video /films		1	>>>>>>	>>>>>
Communications	N. T. C.			Sweet Control
Audio		>>>>>>	>>>>>	>>>>>
Indirect discourse	-			
Assigned reading		>>>>>>	>>>>>>	>>>>>
Open Discussion				
Question and answer opportunities	··venononationationa			

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

Short Course		Computer Based Trainin				
Asyn	chronous Course		T	ased Trai	ning	
Int	eractivity Factors	Level 1	Level 2	Level 3	Level 4	
Administrative	Requirements	TELL, Thesay	2/2017		77-31445	
Self	pacing		>>>>>>	>>>>>>	>>>>>	
Grou	p training					
On-d	lemand availability		>>>>>>	>>>>>>	>>>>>	
Oper	n entry / open exit		>>>>>>	>>>>>>	>>>>>	
Deta	iled student records	- 3,500m, J 4,003 Edmonoomethia,500,000,000				
	Security ple test forms	10 000 R		>>>>>>	>>>>>	
Fraining / Inst	ruction Approach	****	35 3000	Marie III	145 C. P. T	
Lectu	ure / Text	1	>>>>>>	>>>>>>	>>>>>	
Live	Presenters (guest speakers)					
Self :	study		>>>>>>	>>>>>>	>>>>>	
Dem	onstration			>>>>>>	>>>>>	
Exhil	bit	Authornment P.		>>>>>>	>>>>>	
Guid	ed Discussion					
Simu	lation – knowledge based	113		>>>>>>	>>>>>>	
Simu	llation - hardware					
Prob	lem solving exercises		>>>>>>	>>>>>>	>>>>>	
Lear	ning to Mastery		>>>>>>	>>>>>>	>>>>>	
Prac	tice / drill		>>>>>>	>>>>>>	>>>>>	
Struc	ctured Review			>>>>>>	>>>>>	
Feed	back on performance		>>>>>>	>>>>>>	>>>>>	
Rem	ediation			>>>>>>	>>>>>	
Grou	p activities/collaborative tasks	w b				
Testing Types		THUS AND AREA	and the second s			
	ctive knowledge tests	The state of the s	>>>>>>	>>>>>>	>>>>>	
Essa						
	ormance test "paper" exercise	1 of the LPTC LPTC		>>>>>	>>>>>>	
	ormance test - hardware simulation	N.			>>>>>>	
Perfo	ormance test - hardware					
Oral	testing	· · ·				
No te	esting/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>	
Graphics		No ALMIT			913 Th. 1	
	raphics still	1	>>>>>>	>>>>>>	>>>>>	
3D g	raphics still			>>>>>>	>>>>>>	
2D a	nimation	To an arm a second		>>>>>>	>>>>>	
3D a	nimation				>>>>>	
2D in	teractive animation				>>>>>	
3D in	teractive animation					
Pre r	ecorded video /films		1	>>>>>>	>>>>>	
Communicatio	ons		Hamilton "		2014-111	
Audio	the state of the second control of the secon	See a difficil	>>>>>>	>>>>>>	>>>>>	
Indire	ect discourse		1	1		
Assig	gned reading		>>>>>>	>>>>>>	>>>>>	
	n Discussion		1.			
·	stion and answer opportunities	a series and a series				

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: 91B Multisystem Trauma Short Course Media: Web Based Training Level: 2 Analysis Design Development Implementation Sums 1|Percentage of Time Spent by Task Type by Level 0.40 0.20 0.25 0.15 2 Multiply line 1 by average * hours 3 Average hrs. per phase 30.00 80.00 40.00 50.00 4 Adjustments ** for hours per phase. Use 1. for added time and . for less time 0.30 0.50 0.80 0.30 5 Adjusted hrs. per phase. Multiply line 3 by line 4 24.00 20.00 40.00 9.00 Total Labor Hours - sum across line 5 93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: 91B Multisystem Trauma Short Course Media: Computer Based Training Level: 2 Analysis Design Development Implementation Sums 1 Percentage of Time Spent by Task Type by Level 0.40 0.20 0.25 0.15 2 Multiply line 1 by average * hours 3 Average hrs. per phase 80.00 40.00 50.00 30.00 4 Adjustments ** for hours per phase. Use 1._ for added time and ._ for less time 0.30 0.50 0.80 0.30 5 Adjusted hrs. per phase. Multiply line 3 by line 4 24.00 20.00 40.00 9.00 Total Labor Hours - sum across line 5 93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

9. 5.1	Course Cost Estimation Worksheet: Web Based Training		
Cou Cou	rse Name: 91B Multisystem Trauma Short Course Number: A0711 rse		
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	\$50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	\$4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	19
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	13.3
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	\$61,845.00
	Do not use lines 7 to 12 for any costs that are to be shared.		
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	0.00
13	Total Cost - Add lines 6 and 12.	\$	61,845.00
14	Number of potential students.	#	15,221
15	Average Cost Per Student Divide line 13 by line 14	\$	4.06

Course Cost Estimation Worksheet

	Course Cost Estimation Worksheet: Computer Based Training urse Name: 91B Multisystem Trauma Short Course Number: A0711						
	urse Name: 91B Multisystem Trauma Short urse Course Number: A0711						
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93				
2	2 Average hourly labor cost in dollars						
3	Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00				
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	19				
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	13.3				
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	61,845.00				
	Do not use lines 7 to 12 for any costs that are to be shared.						
7	Infrastructure Costs	\$					
8	Recurring Costs	\$					
9	Delivery Labor Costs	\$					
10	Travel Costs	\$					
11	Miscellaneous Costs	\$					
12	Add line 7 to 12	\$	0.00				
13	Total Cost - Add lines 6 and 12.	\$	61,845.00				
14	Number of potential students.	#	15,221				
	Average Cost Per Student Divide line 13 by line 14	•	4.06				

Cost Estimate for a Single Course Over a Five Year Period

Course Name: 91 B Multisyster	n Trauma Sh	ort Course	Course N	umber: A0	711
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT		X			
CBT					
VTT	Low		High		
Other		:			
Cost Factors		Values		Source	
. Labor Hours Year 1		1237			chnology Match Table, y Interactivity Factors Table
2. Labor Hours Year 2		1237			
B. Labor Hours Year 3		1237			
Labor Hours Year 4		1237		1	
. Labor Hours Year 5		1237		1	
s. Subtotal		6185			
 Average Labor Cost per hour 		\$50			
B. Total labor cost over a 5 year Multiply line 7 by line 6.	r period.	\$309,225			
Additional Development Cos	ts By Year				
D. Cost year 1		\$0		Data to Su	ipport Cost Analysis Worksheet
0. Cost year 2		\$0			
1. Cost year 3		\$0			
2. Cost year 4		\$0			
3. Cost year 5		\$0			
 Total additional costs. Sum and enter on line 14 	lines 9 to 13	\$0			
 Total Course Cost. Add line and enter on line 15. 	es 8 and 14	\$309,225			
16. Average cost over 5 years.15 by 5 and enter on line 16.	\$61,845				
7. Potential students year 1.	3044		From Cou	rse Information Summary Sheet	
 Total potential students yea multiply line 17 by 5 and enter of 	15220				
 Average cost per student ye Divide line 15 by line 18 and er (8) 	\$20		Round up	to the nearest whole dollar.	

91 R/S/T Short Course (Vet) Conversion Analysis

91 R/S/T SHORT COURSE (VET)

Purpose of the Course:

- R = Veterinary Technician; S = Preventive Medicine; T = Food Service Purpose:
- 91 R/T: To update geographically-isolated soldiers on new methods, guidance, technology, and information related to food inspection and animal care, and to network and share common solutions.
- 91 S: Inform students about current issues in Preventive Medicine and to share experience and knowledge.

Course Content Stability:

Low

The focus is on the latest developments in the area, and therefore the topics change each year. There are some core topics in the 91 S course that are stable each year.

General Presentation Style:

Distributive

This course could be better described as a "conference" than a formal course. That is, the information was delivered using a lecture format as the primary vehicle in which one instructor presented information to many learners. Approximately 95% of the instruction was delivered using a basic lecture format. Approximately 2% used film/video as part of the presentation. There was one demonstration/shop activity.

Instructional Aids:

Most of the speakers used overhead slides, 35mm slides, or PowerPoint presentation files to aid them in their instruction.

Hands-on Activities:

None

Degree of Instructional Interaction:

There were opportunities for the students to ask questions. Although many of the instructor's felt that the class interaction was critical to meeting course objectives, the amount of this interaction varied from instructor to instructor. In general, these questions concerned points of clarification, and served to allow the learner to better understand how to apply the information in a real world situation. The question/answer periods were generally limited to an exchange between an individual student and the instructor; that is, the interaction did not expand into a general discussion period involving several students.

Relevant Instructional Value:

Moderate

This course provides a significant amount of information, but with a goal of making the listeners familiar with the topic. Should the students wish to apply any of the information that was provided, it is doubtful that this could be wisely accomplished without further researching the topic independently. A primary benefit of the course appeared to be the opportunity to network and make contacts among peers.

Recommendation:

Convert to Web Based Training.

This "course" is actually more of a conference insofar as there is no structured set of intended learning outcomes unified by a specific theme. The information itself could easily be presented in the form of Web Based training accompanied by an electronic journal. As such, the entire population could have access to the information, and the presenters could have an "electronic publication" to add to their vitas. In this way, the educational value of the course could be increased insofar as students could participate in interactive activities and be assessed using a distance learning technology.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: 91 R/S/T Short (Course (Ve	t)	Course N	lumber: A0717		
1. Instructional goals of the co 91 R/T: To update geographically related to food inspection and ani 91 S: Inform students about curre	-isolated so mal care, a	ind to netw	ork and sha	re common solutio	ns.	ation
Frequency of course offering r	or vear	11'			Yes	No
Current length of course in hor		38 ²	7. Conve	ort to DL2	X	NO
Number of hours to be convert		38	8. Enhan		^	X
Number of registered students		80	O. Lillian	ice :		^
5. Number of registered students 6. Number of potential students that could benefit from the course		1,250				
9. If item 8 = Yes, Specify						
Technology	Level 1	Level 2	Level 3	Level 4		
WBT		X				
CBT						
VTT	Low		High			
Other		T				
Labor Hours Estimation Method	: Short _)	Long	Synchi	ronous		
- Andread spirited regions of the State of t						
Cost Data						
10. Total Cost Year One				\$123,700		
11. Total Cost Year Two				\$123,700		
12. Total Cost Year Three				\$123,700		,
13. Total Cost Year Four		1		\$123,700		
14. Total Cost Year Five				\$123,700		
15. Total costs year 1 to 5 (Sur	n of lines	10 through	14)	\$618,500		
16. Average cost, years 1 to 5 (D	ivide value	in line 15	by 5)	\$123,700		
17. Total potential students over number of potential students [iten	a five year	period. (m		6,250		
18. Average cost per potential (divide the value in line 15 by the	student or	ver 5 year	period.	od. \$99		
Additional Hardware/Software	Required					
Item:				Cost per unit	Total Cost	
Proposed Enhancements		Cost				
	W 1			• • • •		
Total Enhancement Costs						

¹ Course is offered bi-annually ² Includes all breakout hours in the total

Instructional Formats and Physical Training Requirements

Course Name: 91 R/S/T Short Course (Vet) Course Number: A0717

% of Course Using this Instructional Format	Format	Description	Physical Presence Required?
95%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
5%	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	?
	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	?
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: 91 R/S/T Short Course (Vet) Course Number: A0717 Length of course - number of hours of instruction: 38 Number of Registered Students: 80 Number of potential students that could benefit from this course: 1,250 Instructional goals of the course: 91 R/T: To update geographically-isolated soldiers on new methods, guidance, technology, and information related to food inspection and animal care, and to network and share common solutions. 91 S: Inform students about current issues in Preventive Medicine/share experience and knowledge. Frequency of Course Offering: Bi-Annual Continuing Education Credit Offered? No Number: N/A For each item listed, check ✓ row marked "Check" if observed or documented. Administrative Requirements Check Check Self pacing Detailed student records Group training Test Security On-demand availability Multiple test forms Open entry / open exit Training / Instruction Approach Lecture / Text Learning to Mastery Live Presenters (guest speakers) Practice / drill Self study Structured Review Demonstration Feedback on performance Exhibit Remediation Group activities/collaborative tasks **Guided Discussion** Simulation (roll play, in-basket) Problem solving exercises Testing Types Objective knowledge tests Performance test hardware Oral testing Essay Performance test - "paper" No testing/Student course eval Performance test - hardware Graphics 2D graphics still 3D animation 2D interactive animation 3D graphics still 2D animation 3D interactive animation Pre recorded video /films Communications Open Discussion Audio Indirect discourse Question and answer opportunities Assigned reading

Course Technology Match Table

Course 91 R/S/T Short Course (Vet)			chnologi			
Administrative Requirements	Check	CBT	WBT	VTT		Kertur J. J.
Self pacing						
Group training						
On-demand availability						
Open entry / open exit						
Detailed student records		s whendon		_ ft]		
Test Security		-				
Multiple test forms						
Training / Instruction Approach	r span.	1 4 1				X
Lecture / Text	1					1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Live Presenters (guest speakers)		E				
Self study						
Demonstration	1					
Exhibit	<u> </u>					
Guided Discussion	· ·			-		
Simulation – knowledge based						
Simulation - hardware						
Problem solving exercises						
Learning to Mastery						
Practice / drill	<u> </u>			William 4		
Structured Review	1	 		148		
Feedback on performance	<u> </u>					
Remediation		-				
Group activities/collaborative tasks	<u> </u>					
Testing Types	180 AND				Androis	General General
Objective knowledge tests	. Talkett Friller	N 1000 1 100	1,250	1 31,831.	T	
Essay						
Performance test –"paper" exercise	<u> </u>			10E7 *		
Performance test – hardware simulation	1					
Performance test – hardware						
Oral testing						
No testing/Student course evaluation	1					
Graphics	<u> </u>	1			1838 EXY	
2D graphics still	1	T	1	1	, and 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u> </u>
3D graphics still	-	+				
2D animation		+			 	-
3D animation	 					
2D interactive animation	 	-				
3D interactive animation	1	 		America		
Pre recorded video /films	 	+				
Communications (Communications)	<u> </u>		<u>.</u>	L		<u> </u>
Audio	I STATE OF THE STA	T . 1954	<u>√</u> 1		i velik I	T
Indirect discourse					-	-
Assigned reading						
Open Discussion						-
Question and answer opportunities		w, the season			 	

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Course Name: 91 R/S/T Short Course (Vet)		lumber: A			
Asynchronous Course	V	VEB Base	ed Trainii	ng	
Interactivity Factors	Level 1		Level 3	Level 4	
Administrative Requirements				árosa.	
Self pacing	1 2012 2 2 2 12 2 2 2 2 2 2 2 2 2 2 2 2	>>>>>>	>>>>>>	>>>>>	
Group training					
On-demand availability		>>>>>>	>>>>>>	>>>>>	
Open entry / open exit	<u> </u>	>>>>>>	>>>>>>	>>>>>	
Detailed student records	 	>>>>>>	>>>>>>	>>>>>	
Test Security	-	>>>>>>	>>>>>>	>>>>>	
Multiple test forms			>>>>>>	>>>>>	
raining / Instruction Approach	- Way or gover			alberd kein.	
Lecture / Text	1	>>>>>	>>>>>	>>>>>	
Live Presenters (guest speakers)				*******	
Self study		>>>>>>	>>>>>>	>>>>>	
Demonstration		,,,,,,,,	>>>>>>	>>>>>	
Exhibit	VE. 27. M. Jan. 2000	7	>>>>>>	>>>>>	
Guided Discussion	- 1		,,,,,,,,	,,,,,,,	
Simulation – knowledge based	S. Carlotte	4	>>>>>>	>>>>>	
Simulation - hardware	13				
Problem solving exercises			>>>>>>	>>>>>	
Learning to Mastery		>>>>>>	>>>>>>	>>>>>	
Practice / drill		>>>>>	>>>>>>	>>>>>	
Structured Review	- n-1			>>>>>	
Feedback on performance	_ (1)		>>>>>>	>>>>>	
Remediation	13.		>>>>>>	>>>>>	
Group activities/collaborative tasks	20 No. 20	100			
Testing Types			-		
Objective knowledge tests		>>>>>	>>>>>>	>>>>>	
Essay	The strange is a			,	
Performance test – "paper" exercise			>>>>>>	>>>>>	
Performance test – hardware simulation					
Performance test – hardware	1 1 10				
Oral testing					
No testing/Student course evaluation	1	>>>>>>	>>>>>>	>>>>>	
Graphics					
2D graphics still	1	>>>>>>	>>>>>>	>>>>>	
3D graphics still			>>>>>>	>>>>>	
2D animation			>>>>>>	>>>>>	
3D animation	1 01			>>>>>	
2D interactive animation	1.3			>>>>>	
3D interactive animation	7 5				
Pre recorded video /films			>>>>>>	>>>>>	
Communications					
Audio		>>>>>	>>>>>>	>>>>>	
Indirect discourse					
Assigned reading		>>>>>>	>>>>>>	>>>>>	
Open Discussion					
Question and answer opportunities	prost to liter				

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Technology Interactivity Factors

(Vet) Asynchronous Course	Con	nuter R	ased Trai	ining	
Interactivity Factors	Level 1	Level 2	Level 3		
			201010		
Administrative Requirements Self pacing		>>>>>>	>>>>>	>>>>>	
		***************************************	***************************************		
Group training On-demand availability		>>>>>>	>>>>>>		
-				>>>>>>	
Open entry / open exit Detailed student records		>>>>>>	>>>>>	>>>>>	
Test Security Multiple test forms			>>>>>>	>>>>>>	
Training / Instruction Approach	J. Brock	TO SECURE AND	Alexander volume		
Lecture / Text	<u> 1. 3.36</u>	>>>>>>	>>>>>	>>>>>	
Live Presenters (guest speakers)	_		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Self study		>>>>>>	>>>>>>	>>>>>>	
Demonstration			>>>>>>		
		7		>>>>>>	
Exhibit			>>>>>>	>>>>>	
Guided Discussion					
Simulation – knowledge based			>>>>>>	>>>>>	
Simulation - hardware					
Problem solving exercises		>>>>>>	>>>>>>	>>>>>>	
Learning to Mastery		>>>>>>	>>>>>>	>>>>>>	
Practice / drill		>>>>>	>>>>>>	>>>>>	
Structured Review			>>>>>>	>>>>>	
Feedback on performance		>>>>>>	>>>>>	>>>>>	
Remediation			>>>>>	>>>>>	
Group activities/collaborative tasks					
Testing Types					
Objective knowledge tests		>>>>>>	>>>>>>	>>>>>	
Essay					
Performance test "paper" exercise			>>>>>>	>>>>>>	
Performance test – hardware simulation				>>>>>>	
Performance test – hardware					
Oral testing					
No testing/Student course evaluation	\	>>>>>>	>>>>>>	>>>>>>	
Graphics		AND DECEMBER			
2D graphics still	1	>>>>>	>>>>>>	>>>>>>	
3D graphics still			>>>>>>	>>>>>>	
2D animation			>>>>>>	>>>>>>	
3D animation				>>>>>	
2D interactive animation				>>>>>	
3D interactive animation					
Pre recorded video /films			>>>>>>	>>>>>	
Communications					
Audio		>>>>>>	>>>>>>	>>>>>	
Indirect discourse					
Assigned reading		>>>>>>	>>>>>>	>>>>>	
Open Discussion					
Question and answer opportunities					

Shaded blocks indicates factors NOT supported by that level of technology.

Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: 91 R/S/T Short Course (Vet)

		Media: We	eb Based	Training	Level: 2				
		Analysis	Design	Development	Implementation	Sum			
1	Percentage of Time Spent by Task Type by Level	0.40	0.20	0.25	0.15				
2	Multiply line 1 by average * hours 200								
3	Average hrs. per phase	80.00	40.00	50.00	30.00				
	Adjustments ** for hours per phase. Use 1 for added time and for less time	0.30	0.50	0.80	0.30				
	Adjusted hrs. per phase. Multiply line 3 by line 4	24.00	20.00	40.00	9.00				
	Total Labor Hours - sum across line 5					93.00			

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Short Worksheet: Development Time

Short Worksheet: Refined Estimate of Development Hours Per Hour of Instruction Course Name: 91 R/S/T Short Course (Vet) Media: Computer Based Training Level: 2 Analysis | Design | Development | Implementation | Sum 1 Percentage of Time Spent by 0.40 0.20 0.25 0.15 Task Type by Level 2 Multiply line 1 by average * hours Average hrs. per phase 30.00 80.00 40.00 50.00 4 Adjustments ** for hours per phase. Use 1._ for added time 0.30 0.50 0.80 0.30 and _ for less time 5 Adjusted hrs. per phase. Multiply 24.00 20.00 40.00 9.00 line 3 by line 4

line 5

Total Labor Hours - sum across

93.00

^{*} Average hours per hour of instruction

^{**} Reduce or raise the average percentage per year. Numbers in line 4 reflect savings for PPSCP courses based on assumptions given.

Course Cost Estimation Worksheet

27-10 2948-1	Course Cost Estimation Worksheet: Web Based Training		AN E
Cou	rse Name: 91 R/S/T Short Course (Vet) Course Number: A	0717	
1	Write the sum from Refined Estimate Worksheet, estimated number of hrs. per hr. of instruction.	Hrs.	93
2	Average hourly labor cost in dollars	\$	50.00
3	Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00
4	Actual number of classroom equivalent hours to be converted or developed.	Hrs.	38
5	Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.	Hrs.	26.6
6	Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	\$	123,690.00
1	Do not use lines 7 to 12 for any costs that are to be shared.		
7	Infrastructure Costs	\$	
8	Recurring Costs	\$	
9	Delivery Labor Costs	\$	
10	Travel Costs	\$	
11	Miscellaneous Costs	\$	
12	Add line 7 to 12	\$	0.00
13	Total Cost - Add lines 6 and 12.	\$	123,690.00
14	Number of potential students.	#	1,250
15	Average Cost Per Student Divide line 13 by line 14	\$	98.95

Course Cost Estimation Worksheet

Course Cost Estimation Worksheet: Computer Based Training		
Course Name: 91 R/S/T Short Course (Vet) Course Number: A 0717		
Write the sum from Refined Estimate Worksheet, estimated number of hrs per hr. of instruction.	s. Hrs.	93
Average hourly labor cost in dollars	\$	50.00
Multiple line 1 by line 2 and put the results on line 3.	\$	4,650.00
Actual number of classroom equivalent hours to be converted or developed.	Hrs.	38
Compression: If conversion to asynchronous delivery multiply line 4 by .7 (seven tenths) and put the results on line 5. If not a conversion to asynchronous delivery skip line 5.		26.6
Multiply line 3 by line 5 if a conversion to asynchronous delivery OR line 3 by line 4 if not a conversion to asynchronous delivery. Put the results on line 6.	3 \$	123,690.00
Do not use lines 7 to 12 for any costs that are to be shared.	and the second of the second	TO STATE
7 Infrastructure Costs	\$	
Recurring Costs	\$	
Delivery Labor Costs	\$	
10 Travel Costs	\$	
11 Miscellaneous Costs	\$	
12 Add line 7 to 12	\$	0.00
13 Total Cost - Add lines 6 and 12.	\$	123,690.00
14 Number of potential students.	#	1,250
15 Average Cost Per Student Divide line 13 by line 14	\$	98.95

Cost Estimate for a Single Course Over a Five Year Period

Course Name: 91 R/S/T Short Co	ourse (Vet	Course Number: A0717			17
Technology Selected	Level 1	Level 2	Level 3	Level 4	
WBT		X			
СВТ					
VTT	Low	_	High		
Other					
Cost Factors		Values		Source	
1. Labor Hours Year 1		2,473.8		Course Ted Table, Tecl	chnology Match nnology Factors Table
2. Labor Hours Year 2		2,473.8		1	
3. Labor Hours Year 3		2,473.8		1	
4. Labor Hours Year 4		2,473.8			
5. Labor Hours Year 5		2,473.8			
6. Subtotal		12,369			
7. Average Labor Cost per hour		\$50			
 Total labor cost over a 5 year per Multiply line 7 by line 6. 	eriod.	\$618,450			
Additional Development Costs	By Year				
9. Cost year 1		\$0	Data to Su Workshee	pport Cost A	Analysis
10. Cost year 2		\$0			
11. Cost year 3		\$0			
12. Cost year 4		\$0		1	
13. Cost year 5		\$0	0.1.0		
 Total additional costs. Sum lin and enter on line 14 	es 9 to 13	\$0			
15. Total Course Cost. Add lines 8 and enter on line 15.	8 and 14	\$618,450			
16. Average cost over 5 years. Div 15 by 5 and enter on line 16.	vide line	\$123,690			
17. Potential students year 1.		1,250	From Coul	rse Informati	on Summary
18. Total potential students year 1 (multiply line 17 by 5 and enter on l		6250			
 Average cost per student year (Divide line 15 by line 18 and enter 18) 		\$99	Round up	to the neare	st whole dollar.

Health Care Ethics Conversion Analysis

ETHICS

Course Purpose:

To provide chaplains with the tools for ethical decision-making with a particular focus on medical and battle field ethics.

Course Content Stability:

High

Although the examples used during the course may change, the focus on the "case study method" remains constant.

General Presentation Style:

Lecture/Simulation/Open Discussion

Background information was presented using a basic lecture format. Many of the issues were then further examined using group discussion. The application of the case study method was demonstrated using a discussion format as well. High level of interactivity

Instructional Aids:

Lecture was supplemented with overhead slides outlining the information being presented. Handouts provided guidelines concerning the case study method and information about activities that the students would be participating in, as well as films/VCR presentations were used.

Hands-on Activities:

None.

Degree of Instructional Interaction:

The students participated in several discussions, and a role play. This allowed the students to more fully explore some rather sensitive and "gray area" issues. In addition, they could demonstrate that they had integrated the information presented concerning the "case study method", and were able to work through a "real life" problem using it.

Relevant Instructional Value:

High

This seminar presented professionally relevant information as well as a methodology that could be used to function more effectively on the job.

Recommendation:

Do not convert to a distance learning mode

While it is possible to convert this course to Video Teletraining, the cost per student is very high. The high level of interactivity would require the course to be presented at least twice in order for a high level of interactivity to be maintained. While it is possible to separate the methodology from the application so that students could review the material, and familiarize themselves with the content before attending the course, the high level of integration in this course would require that this material be presented again in the course and in context. Given the short length of the course, and the small number of students, pre-course instruction will not provide any significant savings.

DISTANCE LEARNING CONVERSION REPORT FORM

Course Name: Health Care Ethics	LINOIOIA		irse N	lumber:	A0803			
Instructional goals of the cou with a particular focus on medical and			plains	with the t	ools for eth	cal deci	sion-ma	aking
Frequency of course offering p	-	# less than 1					Yes	No
3. Current length of course in hour		# 24	7. (Convert t	o DL?			X
4. Number of hours to be converted		# 24		Enhance				X
5. Number of registered students		# 15						
Number of potential students the could benefit from the course		# 35						
RECOMMEN			RSE	BE LEF	T AS-IS		1	1
9. If item 8 = Yes, Specify								
Technology	Level 1	Level	2 L	evel 3	Level 4	Dalah Jan		
WBT								
CBT								
VII	Low		H	igh				7.4
Other						377.5	e <u>n verdags</u> Oga Nobeles	
						\$ 250 250		
Labor Hours Estimation Method	: Short)	(Long	Sv	nchron	ous			
	C	ost Data				7.20 7.20 7.20 7.20		
10. Total Cost Year One				S				
11. Total Cost Year Two			C 8 0 0 0	\$				
12. Total Cost Year Three				S				
13. Total Cost Year Four				\$		230151		
!4. Total Cost Year Five	194 B.	7.4		\$		\$6.4(\$5.5% -> 10 - 1)		in Herodomea
15. Total costs year 1 to 5 (Sun	of lines	10 throu	gh 14					
	Principle of		570					
16. Average cost, years 1 to 5 (div	ide value	in line 15	by 5) \$				
17. Total potential students over a							다 (1.5) (1.5) (1.5) (1.5) 다 (1.5) (1.5) (1.5)	7 M. 302 (91)
(multiply the number of potent			abov	e)			incherry.	
by 5.)				#				
18. Average cost per potential s	tudent ov	er 5 yea						
period.								
(divide the value in line 15 by	the value	in line 17)		\$				
	onal Hard	ware/Sof	tware					
Item:				Cos	t per unit	Total	Cost	
Proposed Enhancement(s)	Cost							
Electronic Journal	\$							
	\$							
	\$		\$					
Total Enhancement Costs	\$							
	Will Appear							
Triving to the	32.	**************************************	- 94.	1 (2.1)	1757 Sept. 200	P(24)-19(14, 1, 1)		

Instructional Formats and Physical Training Requirements

Course Name:	Course Number:					
Health Care Ethics	A0803					
W of Course						

% of Course Using this Instructional Format	Format	Description	Physical Presence Required ?
77%	Lecture with questions/answer opportunities	A speaker/speakers present verbal information to an audience. The audience may ask questions regarding that information.	No
	Panel Discussion	A selected group (often selected for their expertise or experience in a given area) discusses an issue in front of students. Students may ask questions about the ideas being presented.	No
	Poster Session	A group of individuals presents material in a poster format. Students may read the material being presented, and ask questions about the material.	No
	Small Group Discussion	Small groups of students (2~5) discuss an assigned topic.	?
12%	Group Discussion	A larger group discusses an issue – usually led by a facilitator – with heavy emphasis on student participation.	?
	Demonstration	Students observe the application of knowledge. In this case, students are not participating themselves.	7.55
***************************************	Student Verbal Presentations	Students present verbal information to the larger group.	?
	Student Procedural Presentations	Students present procedural information to the larger group.	7
	Field Trip	Students visit an instructionally relevant site to observe activities or meet with individuals who present information in an applied setting.	?
	Shop Activity	Hands-on technical tasks/procedures.	?
	Lab Activity	Hands-on laboratory tasks/procedures.	?

Course Information Summary Sheet

Course Name: Health Care Ethics			
Course Number: A0803			
Length of course - number of hours	of instruct	ion: 24	
Number of Registered Students: 15			
Number of potential students that co	ould benefit	from this course: 35	
Instructional goals of the course: To			ion-making
with a particular focus on medical and	battle field e	thics.	
Frequency of Course Offering: less	than once a	year	
Continuing Education Credit Offered	1? NO	Number: N/A	
For each item listed, check ✓ rov	v marked '	"Check" if observed or docume	nted
Administrative Requirements	Check	Olicox ii observed or docume	Check
Self pacing		Detailed student records	- Chican
Group training		Test Security	
On-demand availability		Multiple test forms	
Open entry / open exit			
Training / Instruction Approach			
Lecture / Text	X	Learning to Mastery	3.2.1 54.2. 3435
Live Presenters (guest speakers)		Practice / drill	
Self study		Structured Review	
Demonstration		Feedback on performance	
Exhibit		Remediation	
Guided Discussion	X	Group activities/collaborative tasks	
Simulation (roll play, in-basket)	X		
Problem solving exercises			
Testing Types			
Objective knowledge tests		Performance test hardware	
Essay		Oral testing	
Performance test –"paper"		No testing/Student course	X
Performance test – hardware			
Graphics			
2D graphics still	X	3D animation	
3D graphics still		2D interactive animation	
2D animation		3D interactive animation	
		Pre recorded video /films	X
Communications	\$ \$.		
Audio		Open Discussion	X
Indirect discourse		Question and answer	X
Assigned reading			

Course Technology Match Table

Course Name: Health Care Ethics				chnologi	es	
Administrative Requirements	Check	CBT	WBT	VIT	2.33.30	
Self pacing						
Group training						
On-demand availability				1.70		
Open entry / open exit				1-1		
Detailed student records				12 mg 1		
Test Security		some off.				
Multiple test forms						
Training / Instruction Approach						1.186/86
Lecture / Text	X	İ				6-0-0-5-0-1
Live Presenters (guest speakers)						
Self study						
Demonstration						
Exhibit						
Guided Discussion	X					· · · · · ·
Simulation – knowledge based	X					
Simulation - hardware						
Problem solving exercises						
Learning to Mastery	1					
Practice / drill				£ 10°		
Structured Review	1			F		
Feedback on performance						
Remediation				7		
Group activities/collaborative tasks						
Testing Types				1		288
Objective knowledge tests	201/08/897 (3/89		(T1) (Wildy, W. 16090)			**********
Essay	 			1		
Performance test - "paper" exercise	 			T. F		
Performance test – hardware simulation				46		
Performance test – hardware				415		ļ
Oral testing		~				
No testing/Student course evaluation	X					
Graphics						
2D graphics still	X	- 200		SHATE OF STEE		N-V,X
3D graphics still						
2D animation						
3D animation						
2D interactive animation	+					
3D interactive animation						
Pre recorded video /films	X					
Communications					l	(n, 2-
Audio	11 .1 985		: : : : : : : : : : : : : : : : : : :			266 fr <u>22</u> - 5
Indirect discourse						
Assigned reading						
Open Discussion	X					
Question and answer opportunities	x	AT 25.8				

If the course requires any of the factors indicated by a black box on the technology side then this technology should not be used for the course.

Technology Interactivity Factors

Synchronous Course		eletraining	
Interactivity Factors	Level 1 Low	Level 2 High	
Administrative Requirements			
Self pacing			
Group training		>>>>>>	
On-demand availability		-	
Open entry / open exit			
Detailed student records			
Test Security		>>>>>>	
Multiple test forms		>>>>>>	
Training / Instruction Approach			
Lecture / Text	X	>>>>>	
Live Presenters (guest speakers)		>>>>>>	
Self study			
Demonstration		>>>>>>	
Exhibit		>>>>>	
Guided Discussion		X	
Simulation – knowledge based	Х	>>>>>>	
Simulation - hardware			
Problem solving exercises			
Learning to Mastery			
Practice / drill			
Structured Review			
Feedback on performance			
Remediation			
Group activities/collaborative tasks			
Testing Types			
Objective knowledge tests	**************************************		
Essay			
Performance test "paper" exercise			
Performance test – hardware simulation			
Performance test – hardware			
Oral testing			
No testing/Student course evaluation	Х	>>>>>	
Graphics			
2D graphics still	7 777	>>>>>	
3D graphics still		>>>>>>	
2D animation		>>>>>>	
3D animation		>>>>>	
2D interactive animation			
3D interactive animation			
Pre recorded video /films		>>>>>>	
Communications			
Audio		>>>>>>	
Indirect discourse			
Assigned reading		>>>>>	
Open Discussion		X	
Question and answer opportunities		X	

Shaded blocks indicates factors NOT supported by that level of technology Right Arrows (>>) indicate that all higher levels of the technology also support that factor.

Calculation of Synchronous Training Costs

Course Name: Health Care Ethics	Course Number: A0803
Labor Co	
Development Cost = (160 hrs.) x average hourly	
rate (\$50)	\$ 8000
Course Managers Studio Cost = (Total studio time	
+ 1 hour for each day the course is offered) x	
number of times course is presented x average	
hourly rate (\$50)	\$ 2800
Non-local Labor Cost = Number of non-local	
presenters) x (length of the course in days +1) x	
number of times offered x average daily rate (\$400	\$ 12,000
<u>Local Labor Cost</u> + Number of local presenters x	
average hourly rate (\$50) X 2 X number of times	
course is offered.	\$ none
Total Labor Costs	\$ 22,800
Additional Cost (any cost	s not captured above)
Total Per Diem =	
(length of course in days plus one	
travel day x number of non-local presenters) x	
(local daily per diem rate) x number of time the	
course will be presented.	\$ 3,630
<u>Total Airfare</u> = (Average Round Trip Airfare x	7 - 1
number of non-local presenters) x number of times	
the course will be presented.	\$ 1000
Total dollar amount paid as honorariums	\$ none
(Other)	\$ none
Total Estimated Cost: Add Total Per Diem, Ai	
Total Labor Costs	\$ 22,800
Total Per Diem	\$ 3,630
Total Airfare	\$ 1,000
Total paid as honorariums	\$ none
(other) electronic journal	\$ none
TOTAL COURSE COST Year 1	\$ 27,430
Cost Per Student = Total course costs divided by	
potential number of students (35)	\$ 783

Note:

- Given the small number of presenters and their high level of experience delivering this type of
 information, preparation time should be well below the average. Therefore the time spent in
 preparation and planning by all involved should be less. The estimate used is 160 hours for
 the first year, if converted.
- Since all presenters stayed at the facility where the course was given they are all considered non-local even though only required air travel.

Cost Estimate for a Single Course Over a Five Year Period

Cost Estimate for a Single Course Over a Five Year Period Course Name: Health Care Ethics Course Number: A0803						
Technology Selected	Level '	1 Level 2	Level 3	Level 4	1	
. comicing, colocida			2010.0	201014		
WBT						
CBT						
VTT	Low	•	High X			
Other						
Cost Factors		Values	1	90	lirca	
1. Labor hours year 1		160	Source		uice	
Labor hours year 2	80		Course To	Course Technology Match Table		
3. Labor hours year 3		80			vity Factors Table	
4. Labor hours year 4		80	- 100,,,,0,0,0	gy mioraon	nty r dotoro rabio	
5. Labor hours year 5		80	-	1		
6. Subtotal		480	Covers p	reparation a	and planning time	
7. Average labor cost	\$ 50		Covers preparation and planning time		and planning and	
8. Total labor Cost over 5 yr. per Multiply line 6 by line 7	boi	24,000				
Additional Development/ Delive	ry Cos	t By Year				
		19,430	Data to Support Cost Analysis Worksheet			
10. Cost year 2		16,630				
			Additional Costs include course managers			
			studio time for year one only, non-local		ne only, non-local	
11. Cost year 3		\$ 16,630	labor costs, per diem and air fair.			
12. Cost year 4	\$ 16,630					
13. Cost year 5		\$ 16,630				
 Total Additional Costs . Sum lines 9 to 13 and enter on line 14 		\$ 85,950				
15. Total Course Cost. Add lines 8 and 14 and enter of line 15	on S	\$ 109,950				
16. Average cost over 5 years. Divide line 15 by 5 and enter of line 16.	on S	\$ 21,990				
17. Potential students year 1		35	From Cou	ırse Informa	ntion Summary Sheet	
18. Total potential students year 1 5 (multiply line 17 by 5. and enter on line 18)		175				
19. Average cost per student yr.5. (divide line 15 by line 18 enter on line 19)		\$ 629	Round up to the nearest whole dollar			